FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ENDEAVOUR PRIMARY LEARNING CENTER

District Name: Broward

Principal: Denise Lawrence

SAC Chair: Patricia MacDonald

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/19/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Denise H. Lawrence		.5	6	2011-2012: Mrs. Lawrence was appointed to Endeavour Primary Learning Center in January 2012. During the 2012 FCAT 28% of the students in reading and 39% of the students in math tested at or above proficiency level. 2010-2011: (Assistant Principal) Sunland Park Elementary school grade was a "D" 418 points. 42 % of the students in reading and 52% of the students in math tested at or above proficiency level. Reading reflected a decreased if 7% and math reflected an increase of 3%. Grade 3 scored 49% (-7) in reading and60% (+9) in math, Grade 4 scored 30 %(-6) in reading and 46% (-28) in math; Grade 5 scored 31% (-1) in reading, 38 (+14) in math and 38% in science (+27). The Lowest 25% making learning gains in reading was 60% (-3) and the lowest 25% making learning gains in math was 53% (-10). 2009-2010 (Assistant Principal)

					This year, Sunland Park Elementary improved its rating to a "D" school grade. 48% of the students in reading and 49% in math tested at or above proficiency level, an improvement of 18 and 1 point respectively. Significant learning gains were made both in the general population as well as in the lower 25%.
Assis Principal	Kimberly L. Fernander	Bachelor's Degree: Marketing Master's Degree: Elementary Education Specialist Degree-Educational Leadership	3	10	2011-2012 During the 2012 FCAT 28% of the students in reading and 39% of the students in math tested at or above proficiency level. 2010-2011 During Mrs. Fernander's first year as assistant principal at Endeavour Primary Learning Center, the school met 100% of the Federal No Child Left Behind Act Criteria (AYP). Prior to coming to Endeavour Primary Learning Center, Mrs. Fernander worked at Dillard Elementary for 6 years. During 2009-2010 school year, Dillard did not make Adequate Yearly Progress (AYP) in black and economically disadvantaged subcategories and subsequently received the state letter grade of "F". However, during the 2008-2009 Dillard Elementary received the state letter grade of "A", losing points in black and economically disadvantaged subcategories in reading.

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Judith Gohagen	Elementary Education	10	10	2011-2012 During the 2012 FCAT, 28% of the students in reading and 39% of the students in math tested at or above proficiency level. 2010-11 Endeavour Primary Learning Center met 100% of the Federal No Child Left Behind Act Criteria (AYP. Endeavour has met Adequate Yearly Progress (AYP) for the 2003-2004, 2004-2005, 2005-2006, and 2006-2007. Endeavour did not make AYP during the 2007-2008 school year. Endeavour met AYP for the 2008-2009 school year. Sixty-seven percent of our third grade students scored 3 or above in FCAT reading and eighty percent of our third grade students scored 3 or above in mathematics.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Advertisement of teacher vacancies and shortages have been made via the district Employment Information website, teacher recruitment job fairs, and in cities throughout the United States where teachers are being laid off.	District Human Resource Department & Administration	Ongoing June 2013	
2	2. Applicants who indicate an interest/degree in reading are contacted immediately by staffing specialist.	District Human Resource Department & Administration	Ongoing June 2013	

3	3. A program through which Title I schools use Title I funds to pay for a Masters in Reading for teachers on staff who want to become reading teachers.	District Human Resource Department & Administration	Ongoing June 2013	
4	4. Teachers at Title I schools who express interest in becoming certified in reading are having course costs paid for by all Title I funds in an agreement with Nova Southeastern University.	District Human Resource Department & Administration	Ongoing June 2013	
5	5. All new teachers complete the District's induction program, New Educator Support System (NESS). The NESS Program takes one year to complete and is a school-site program. Each new teacher is provided a support team consisting of the NESS Liaison school contact, a qualified mentoran and an Administrator. Ideally, the mentor teaches the same grade or subject as the new teacher.	District Human Resource Department & Administration School Principal	Ongoing June 2013	
6	6. A District personnel staffing specialist provides counseling/support in the areas of teaching challenges and strategies for success.	District Human Resource Department & Administration	Ongoing June 2013	
7	9. School Administrators will participate in the District Job Fairs.	Administration	Ongoing June 2013	
8	11. Select candidates for interviews	Administration	Ongoing June 2013	
9	10. Follow-up on District advertisements by reviewing resumes of all applicants to determine possible appropriate "skills set" for position, school and community.	Administration	Ongoing June 2013	
10	14. School based NESS Liaison will coordinate Professional Learning Communities to enhance and support the new teacher's learning.	Administration and the NESS Liaison	Ongoing June 2013	
11	12.Implement team led interviews with selected candidates. The interview team will include grade level teachers, reading coach and administrators.	Administration	Ongoing 2013	
12	13. Following the interviews, the team will use interview scoring sheets to select the finalist.	Administration and Team Leaders	Ongoing June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
All Instructional and paraprofessional personnel are highly qualified.	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
30	0.0%(0)	3.3%(1)	73.3%(22)	23.3%(7)	53.3%(16)	100.0%(30)	3.3%(1)	3.3%(1)	73.3%(22)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
		The mentor is an	

JoAnn Loban (Country Isles Elementary)	Lisa Moody-Morgan	experienced PreK ESE primary teacher and the mentee is a first year teacher teaching PreK ESE.	Joint planning, modeling and classroom visitations

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I is a federally funded program for economically disadvantaged children who reside in school attendance areas with a high concentration of children from low income families.

There will be training for all teachers and administration to address academic achievement problems and concerns. Funds from Title I professional development will be allocated for these activities.

Reading, mathematics, and science coaches will be utilized to provide professional development to teachers. Professional development will include Lesson Study, PLCs, curriculum planning and RTI. Funds from Title I professional development will be allocated for these activities.

Parent activities, workshops, and seminars will be planned to assist parents in helping their child improve his/her academic and social performance. Title I parent involvement funds will be allocated for these activities.

Parents are invited to the annual Title I meeting by flyers that are sent home, telephone parent link announcement, postings on the school marquee, and on the school website.

The Title I annual meeting date and time is communicated to the community during the Open House. Flyers are sent home and a parent phone link is set before the meeting.

Title I, Part C- Migrant

N/A

Title I, Part D

Title II

Endeavour staff members attend District Professional Development training funded through Title II.

Title III

Endeavour receives support, services, and materials funded through Title III from our Multicultural Department for ELL students.

Title X- Homeless

Endeavour teachers and staff members are responsible for identifying homeless students and referring them to the Homeless Education program offered by the district. The purpose of the Homeless Education Program is to identify homeless students, remove barriers to their education, including school enrollment, provide them with supplemental academic and counseling case management services as well as linkages to their school social worker while maintaining school as the students stable environment.

Supplemental Academic Instruction (SAI)

Student Enrichment in the Arts (SEAS) is a program offered to all students in Broward County Public Schools that give theater-based and school based arts education opportunities.

Violence Prevention Programs

Endeavour builds a violence prevention culture through classroom instruction in anger management, conflict resolution, bullying prevention, and the Broward County adopted character traits. In addition to the classroom instruction, all teachers and staff members received training on the Anti-Bully policy and CHAMPS I training.

Nutrition Programs

The USDA federal program includes the free and reduced priced meal for qualifying students who attend Endeavour Primary Learning Center.

Housing Programs

N/A

Head Start

Head Start is a national, federally funded program, providing comprehensive services to preschool children and their families. These services include educational, social, medical, vision, dental, nutritional, and mental health services.
To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in all classrooms. The program has aligned the Common Core State Standards in literacy and mathematics. This transparent connection between curricula and child expectations will contribute to better prepare students to be Career and College Ready.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based MTSS/RtI Leadership Team consists of the general education teacher, administration, ESE specialist, school social worker, reading coach, guidance counselor, school psychologist and the parent/caregiver.

The MTSS/RtI Leadership Team is coordinated and facilitated by our assistant principal. Our team leaders, reading resource specialist and assistant principal serve as case managers.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The MTSS/RtI Leadership Team reorganizes our resources to provide support to the teacher to increase student achievement. RtI is a process which includes the provision of systematic, research-based instruction and interventions to struggling learners. MTSS/RtI intervention plans are designed, implemented, and monitored by the multi-disciplinary team of professionals. All interventions are data driven. The MTSS/RtI Leadership Team will meet bi-weekly to collect and review student achievement data. Interventions and instructional services are discussed and recommended for each student. Students are identified by the classroom teachers, other educators and by parents request. The team analyzes data, including anecdotes, academics, social-emotional issues and home environment. The MTSS/RtI Leadership Team will subsequently meet with individual teachers to discuss each student and their progress in all subject areas. Members of the team are assigned to work with students to improve academics or behavior and increase student achievement.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The role of the school-based MTSS/RtI Leadership Team is to meet on a regular basis to address teachers' concerns about struggling students and to help design intervention plans. Several mechanisms are in place to allow the stakeholders to participate in the school improvement planning process. Members of the MTSS/RtI Leadership Team are responsible for

insuring that staff is aware of and involved in developing the SIP. This is usually done at faculty or content area meetings. As the SAC reviews the SIP, the members are notified, through the SAC minutes, of any revisions. Information is provided to the MTSS/RtI Leadership Team about subgroups that did not make AYP so that strategies and activities can be implemented to address increasing student achievement for these subgroups. Throughout the monitoring process of student achievement and curriculum support, the MTSS/RtI Leadership Team will recommend resources and possible methods of communication:

School website
CAB – School Board e-mail system
Faculty/Staff Meetings, PLC's, and Professional Development

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Endeavour uses a multi-tiered system. Tier I is the "Universal Level" which school wide and or class wide strategies are implemented to support behavioral or academic concerns. Tier II is the "Targeted Level" which small group or individualized strategies are implemented to support behavioral or academic concerns. Tier III is the "Intensive Level" which highly individualized strategies are implemented to support behavioral and academic concerns. Baseline data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (1 and 2) for reading and math, Florida Comprehensive Assessment Test (FCAT), Florida Assessment for Instruction (FAIR) Progress Monitoring: PMRN, Mini Assessments, FCAT Simulation, and FCAT Pro.
Mid-Year: Florida Assessment for Instruction (FAIR); Reading and Mathematics Basal Mid-Year Assessments, End of Chapter Mathematics
End of the Year: FAIR, FCAT, End of the Year Reading and Math Assessments
Quarterly data chats, and FCAT Pro

Describe the plan to train staff on MTSS.

All staff members will receive staff development on the MTSS/Response to Intervention during pre-planning. In addition, the guidance counselor will be available to guide teachers through the MTSS/RtI process. The MTSS/RtI Leadership Team will model a meeting for the staff. This will be followed by a discussion and question/answer opportunities.

Describe the plan to support MTSS.

Monthly staff development will ensure compliance thereafter. Facilitators will be but not limited to members of the school's RtI Leadership team. We will utilize district support team personnel to assist with the training. Professional development materials will include literature from the Florida Department of Education online training course and school-wide data. In addition, the guidance counselor and administration will be available to guide teachers through the MTSS/RtI process. The MTSS/RtI Leadership Team will provide hands-on practice opportunities to complete data collection forms.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The School-based Literacy Leadership Team (LLT) will meet monthly to review all grade level reading data including but not limited to Basal weekly and unit tests, BAT I, Bat II, Compass, Destination Learning Managent, Running Records, mini-Bats, FAIR, CELLA, FCAT District mid-year and end-of-year Reading Test and Accelerated Reader. Analysis of the literacy data will be used to evaluate the effectiveness of instruction and materials and determine subsequent instructional focus.

Literacy Leadership Team (LLT):
Administrators: Denise Lawrence, Principal and Kimberly Fernander, Assistant Principal
Reading Coach: Judith Gohagen
Guidance Counselor: Sherine Davis
ESE Specialist: Diane McDowell
Media Specialist: Merril Bettridge
Team Leaders: Elaine Abdan, LaToya Jones, Kimberly Stephens, Joleen Steadman, Patricia MacDonald, and Noel Morgado

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Leadership Team will be facilitated by the Assistant Principal with assistance from Reading Coach and the Guidance Counselor. Each grade/team level will present team specific data and will be responsible for sharing information from the LLT with their team. Team leaders and administrators will insure that recommendations are followed with fidelity.

What will be the major initiatives of the LLT this year?

The major initiatives of the LLT this year will be:

Ensure full implementation of Common Core Standards in Headstart - 3rd grade.
Ensure effective data collection and use of all literacy data to make data-driven decisions.
Monitor and assess evaluation data that will drive classroom instruction and target areas that directly impact professional development.
Ensure full implementation of Renaissance Learning in Headstart-3rd grade.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Endeavour Primary Learning Center offers three Pre-Kindergarten ESE (formerly Preschool Learning Activities Classroom Experience-PLACE) classes and one Head Start class. The teachers conduct vertical articulation meetings during the school year to ensure that the transition from the early childhood programs to kindergarten program is smooth. A Kindergarten Orientation is also held prior to the beginning of the school year. This gives the incoming Kindergarten students an opportunity to meet their new teacher and get acclimated to their classroom. Additionally, parents are given an overview of the kindergarten curriculum and expectations.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 2013 60% (49) of students in grade 3 meeting the DOE criteria will score level 3 on the FCAT Reading SSS Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (25)students in grade 3 score at Achievement Level 3 in Reading. Total tested: 92	60% (49) students in grade 3 will score level 3 on the FCAT SSS Reading Assessment. Total enrolled 81 students

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not demonstrate grade level appropriate vocabulary	Students will use graphic organizers, non-linguistic representations, personal clues to learn essential vocabulary	Administrators and Reading Coach	Student products	Classroom Walk-Throughs, Student vocabulary journals, Vocabulary Word Walls
2	Level 3 students are fragile and lack of fluency is an issue	All students needing guided practice will have access to technology that will reinforce areas of weakness Students will have access to desktop computers, Computer Carts, and ILS – Integrate Learning System and Rocket Readers	Administrators and Reading Coach	Collect, analyze and discuss Earobics, FCAT Explore, Destination and Compass Reports reports	Program reports Data Chats FAIR
3	The lack of reading outside of school impacts stamina.	Students will participate in the Accelerated Reader, Scholastic, Elements of Vocabulary and Home Reading Program	Administrators and Reading Coach	Collect, analyze and discuss program reports; students' reading lists	Program reports Student Lists

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

		Problem-Solving Process to Increase Student Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By June 2013 40% (32) of students in grade 3 meeting the DOE criteria will score level 3 on the FCAT Reading SSS Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (8) students will score at or above Achievement Level 4 on the 2013 FCAT SSS Assessment.	40% (32) students will score at or above Achievement Level 4 on the 2013 FCAT SSS Assessment.

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a lack of student reading outside the reading block.	Students will participate in the Accelerated Reader, Compass Learning, Classroom Libraries, and Media Circulation	Administrators and Reading Coach	Collect, analyze, review program reports	Accelerated Reader Reports Students' Home Reading Logs
2	Students have a lack of experience and opportunity to participate in research based learning.	Students will collaborate with peers in project/research-based learning: cross-curricula activities in Science and Social Studies.	Administrators and Reading Coach	Presentation of project/research to peers, teachers, reading coach, and Literacy Leadership Team (LLT)	Classroom Walk Throughs Project Rubric
3	There are limited opportunities to analyze and discuss text	Students will participate in nonfiction book study.	Administrators and Reading Coach	A set of higher-level questions will be used to stimulate discussions. Students' responses to essential questions will be rated	Teacher observations/logs
4	2.1. There is a lack of student reading outside the reading block.	2.1. Students will participate in the Accelerated Reader, Compass Learning, Classroom Libraries, and Media Circulation	2.1. Administrators and Reading Coach	2.1. Collect, analyze, review program reports	2.1. Accelerated Reader Reports Students' Home Reading Logs
5	2.2. Students have a lack of experience and opportunity to participate in research based learning.	2.2. Students will collaborate with peers in project/research-based learning: cross-curricula activities in Science and Social Studies.	2.2. Administrators and Reading Coach	2.2. Presentation of project/research to peers, teachers, reading coach, and Literacy Leadership Team (LLT)	2.2. Classroom Walk Throughs Project Rubric
6	2.3 There are limited opportunities to analyze and discuss text	2.3 Students will participate in nonfiction book study.	2.3 Administrators and Reading Coach	2.3 A set of higher-level questions will be used to stimulate discussions. Students' responses to essential questions will be rated.	2.3 Teacher observations/logs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A	
2012 Current Level of Performance:	**2013 Expected Level of Performance:**	
N/A	N/A	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June 2013 100% (9) students in grade 3 will make Learning Gains in Reading.	
2012 Current Level of Performance:	**2013 Expected Level of Performance:**	
100% (2) students made learning gains in Reading.	100% (9) students in grade 3 will make Learning Gains in Reading.	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a lack of student reading outside the reading block.	Students will participate in the Accelerated Reader, Compass Learning, Classroom Libraries and Media Circulation	Administrators and Reading Coach	Collect, analyze, review program reports	Accelerated Reader Reports, Student's personal reading lists
2	Although the students are making learning gains, the students have gaps in their learning.	Students needing more guided practice will have access to technology that will reinforce areas of weakness.	Administrators and Reading Coach	Collect, analyze and discuss program reports.	Program reports Data Chats
3	3.1. There is a lack of student reading outside the reading block.	3.1. Students will participate in the Accelerated Reader, Compass Learning, Classroom Libraries and Media Circulation	3.1. Administrators and Reading Coach	3.1. Collect, analyze, review program reports	3.1. Accelerated Reader Reports, Student's personal reading lists
4	3.2. Although the students are making learning gains, the students have gaps in their learning.	3.2. Students needing more guided practice will have access to technology that will reinforce areas of weakness.	3.2. Administrators and Reading Coach	3.2. Collect, analyze and discuss program reports.	3.2. Program reports Data Chats

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June 2013 100% (9) students in grade 3 Lowest 25% will make Learning Gains in Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2) made learning gains in the 25%	100% (9) will make learning gains in the 25%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Although students are making learning gains, there are large gaps in their learning.	Students will receive additional small group instruction from a push-in support.	Administrators and Reading Coach	Collect, analyze, discuss student data Support logs will be compiled	Program Assessments BATS Minis Attendance reports
2	There is a lack of student reading outside the reading block.	Students will complete an interest inventory High interest/low readability reading materials will be available.	Administrators and Reading Coach	Collect & analyze survey results. Pair student with books that address interests	Lesson Plans Classroom Walk Throughs Projects
3	There is a lack of reading materials that align with the students' independent reading levels.	High interest/low readability reading materials will be available to the students.	Administrators and Reading Coach	Books will be purchased for classroom libraries Media Specialist will identify appropriate books	Books List from Media
4	Students do not demonstrate grade level appropriate vocabulary	Students will use graphic organizer, non-linguistic representations, personal clues to learn essential vocabulary.	Administrators and Reading Coach	Student products	Tally Charts Classroom Walk Throughs Student vocabulary journals

5	Teachers need to increase their knowledge of Common Core State Standards instructional techniques for small group instruction	Students will be instructed using Common Core State Standards s and provided opportunities for guided practice and independent work. A list of strategies will be generated for a reference for teachers.	Administrators and Reading Coach	Strategy work will be evident in instruction delivery during CWT	Program Assessments BATs Minis FCAT Pro

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :	By the end of 2016-2017, Endeavour Primary Learning will reduce the achievement gap by 50% as indicated per the 2011-2012 baseline data.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56	60	64	68	72	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By June 2013 62% (50) of Black students will score 3, 4, or 5 on the FCAT 2.0 Reading SSS Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% of the black subgroup did not making satisfactory progress in reading.	62% (50) of Black students will score 3, 4, or 5 on the FCAT 2.0 Reading SSS Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unable to apply reading strategy to a variety of text.	Teachers will provide opportunities for students to use different strategies such as but not limited to: QAR, visualization, reciprocal teaching, Graphic Organizers	Administrators and Reading Coach	During Classroom Walk-Throughs it will be noted that teachers are providing opportunities (in instruction and center work) Student journals will document strategy use.	Classroom Walk-Throughs Teachers Observations Centers Journals
2	Teachers are unfamiliar with FCAT Reading 2.0 and Common Core Standards that will be tested on the 2013 FCAT 2.0 Assessment	Teachers will participate in training sessions focusing on Common Core Standards	Administrators and Reading Coach	Reading Coach and teacher(s) will develop a co-teaching lesson per quarter.	Lesson plan Co-teaching feedback form
3	Students needs are extensive and additional time in needed to accelerate learning	Extended learning opportunities will be provided by push-in or pull out support.	Administrators and Reading Coach	Collect, analyze, discuss student data Teacher push-in/pull-out schedules.	Program Assessments BATs Minis Attendance reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

	5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:		By June 2013 60% (14) of ELL students will score 3, 4 or 5 on the FCAT 2.0 Reading SSS Assessment		
	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	81%of ELL students did not make satisfactory progress in reading.		60% (14) of ELL students make satisfactory progress in reading.		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable				
2	Students do not demonstrate grade level appropriate vocabulary	Students will use graphic organizers, non-linguistic representations, personal clues to learn essential vocabulary	Administrators and Reading Coach	Student products	Classroom Walk-Throughs, Student vocabulary journals, Vocabulary Word Walls
3	Level 3 students are fragile and lack of fluency is an issue	All students needing guided practice will have access to technology that will reinforce areas of weakness Students will have access to desktop computers, Computer Carts, and ILS – Integrate Learning System and Rocket Readers	Administrators and Reading Coach	Collect, analyze and discuss Earobics, FCAT Explore, Destination and Compass Reports reports	Program reports Data Chats FAIR
4	The lack of reading outside of school impacts stamina	Students will participate in the Accelerated Reader Program, Scholastic, Elements of Vocabulary and the Home Reading Program	Administrators and Reading Coach	Collect, analyze and discuss program reports; students' reading list	Program reports Student list

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
	5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:		N/A		
	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	N/A		N/A		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable				

2	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June 2013 40% (32) Economically Disadvantaged students will score level 3, 4 or 5 on the FCAT Reading SSS Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (53) of Economically Disadvantaged students did not make satisfactory progress is reading.	60% (49) of Economically Disadvantaged students did not make satisfactory progress is reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students' background knowledge does not align with academic knowledge	Teacher will read aloud to students on a consistent basis. Virtual Field Trips will be accessed.	Administrators and Reading Coach	Teacher Observation of Virtual Field Trips: Students discussion groups written and project based reports.	Oral and Written Student Projects
2	Teachers have limited understanding of poverty and its impact on student learning.	Teachers will attend Ruby Payne's workshop on poverty	Administrators and Reading Coach	Talent Devlopment post workshop evaluation need verification of training	Attendance sign in sheet
3	Students are not reading independently outside the reading blocks.	Students will participate in the Accelerated Reading Program	Administrators, Reading Coach, Team Leaders	Collect, analyze, review program reports	Accelerated Reader Reports
4	Teachers need to increase their knowledge of specific instructional techniques for small group	Students will be instructed in specific reading strategies and provided opportunities for guided practice and reinforcement	Administrators and Reading Coach	Strategy work will be evident in instruction delivery during Classroom Walk-Throughs	Program Assessments BATs Minis

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
				Planning Days:		

Lesson Plans in alignment with Common Core State Standards	Headstart-3rd grade/ELA	District-Talent Development Staff Curriculum Staff School Based Administrator	All Teachers	8/14/12, 8/16/12, 9/27/12, 10/26/12, 12/20/12, 1/18/13 Early Release: 2/7/13	EPLC Professional Development Log Iobservation (Formal, Informal, and Snapshots) Data Chats	Administration and Reading Coach
Ruby Payne: Understanding the Framework of Poverty	All Teachers	District-Talent Development Staff	All Teachers	TBA	Iobservation (Formal, Informal, and Snapshots)	Administration and Reading Coach
Renaissance Learning	Headstart-3rd grade/ Reading	Renaissance Learning Consltants and Media Specialist	All Teachers	Initial Training: 1st quarter Follow-up training: 2-4 quarter	Iobservation (Formal, Informal, and Snapshots) AR monthly reports School-wide targeted chart	Administration and Reading Coach
Refresher: Treasures/Triumphs	K-3rd grade	Reading Coach	All Teachers	1st Quarter	Iobservation (Formal, Informal, and Snapshots) Data Chats	Administration and Reading Coach
SMART Boards	Selected Teachers with SMART boards	District InstructionalTechnology Staff and Media Specialist	Selected Teachers with SMART boards	1st quarter 2nd quarter	Iobservation (Formal, Informal, and Snapshots)	Administration and Reading Coach
Compass Odyssey in alignment with Common Core State Standards	K-3rd grade Teachers	Compass Odyssey Consultants	All Teachers	1st quarter 2nd quarter	Iobservation (Formal, Informal, and Snapshots)	Administration and Reading Coach
Creating Rubrics	K-3rd grade Teachers	Reading Coach	All Teachers	1st-4th quarter	Iobservation (Formal, Informal, and Snapshots) Student Work samples	Administration and Reading Coach
Journaling	K-3rd grade Teachers	Reading Coach	All Teachers	1st quarter 2nd quarter	Iobservation (Formal, Informal, and Snapshots) Student Work samples	Administration and Reading Coach
FAIR	1st-3rd grade teachers	Reading Dept	All Teachers	1st quarter	FAIR data	Administration and Reading Coach
7 Correlates	Headstart-3rd grade	Early Childhood Dept and Talent Development	All Teachers/Administration	1st quarter	Iobservation (Formal, Informal, and Snapshots)	Administration and Reading Coach
CCSS	1st and 2nd grade Teachers	Reading Dept	All Teachers	Ongoing	Iobservation (Formal, Informal, and snapshots)	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Marzano Art and Teaching of Teaching	Research based effective teaching strategies and techniques to improve student achievement	Title One	$1,300.00
Professional Development (Renaissance Learning -training and follow-ups)	Research based effective teaching strategies and techniques to improve student achievement	Professional Development	$5,400.00
Professional Development (FAIR)	Administration and monitoring student reading progress	Professional Development	$1,200.00
CCSS Implementation	Research based effective teaching strategies and techniques to improve student achievement	Professional Development	$500.00
			Subtotal: $8,400.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $8,400.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	By June,2013, 40% of the students tested on CELLA will be proficient in listening/speaking on the 2013 Comprehensive English Language Learning Assessment (CELLA)
2012 Current Percent of Students Proficient in listening/speaking:	
35%(36) students scored proficient in listening/speaking on the 2012 Comprehensive English Language Learning Assessment (CELLA).	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are weak in vocabulary and conversational English Skills.	Additional vocabulary and conversational English skills will be infused in the 120 minute reading block.	Classroom Teacher Reading Coach	IPT, monthly reading/language progress monitoring vocabulary and oral language	IPT Language Assessment

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	By June, 2013, 25% of the students tested will score proficient on the Reading Comprehension English Language Learning Assessment (CELLA).
2012 Current Percent of Students Proficient in reading:	
22%(23)of the students tested scored proficient in Reading on the 2012 Comprehensive English Language Learning Assessment (CELLA).	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	English Language Learners need exposure and practice with English text.	Utilize "Buzz About It Books" for reading practice.	Reading Coach	Monthly Oral Reading Fluency assessments	Oral Reading Fluency Passages

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	By June, 2013, 25% of the students will score proficient in Writing on the 2013 administration of the Comprehensive English Language Learning Assessment (CELLA).
2012 Current Percent of Students Proficient in writing:	
21%(22) scored proficient in Writing on the 2012 administration of the Comprehensive English Language Learning Assessment (CELLA).	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of experience effect writing progression	Students will utilize writing frames for both narrative and expository samples	Classroom Teacher Reading Coach Administration	Review of writing samples	Progress on monthly writing prompts using the FCAT rubric
2	Students lack knowledge of grammar and conventions	Teachers will infuse mini-lessons concentrating on grammar and conventions to improve writing fluency	Classroom Teacher Reading Coach Administration	Monthly review of writing samples	Monthly review of writing samples

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Newcomers Kit (K-1 and 2-3)	Supplemental resources to assist students learning English as a second language	Instructional Materials	$1,500.00
		Subtotal: $1,500.00	
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
ESOL updates for IPT	Obtained updated and new information to administered the IPT to ELL students.	Professional Development	$200.00
			Subtotal: $200.00
			Grand Total: $1,700.00

End of CELLA Goals

Elementary School Mathematics Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	By June 2013 58% (47) students in grade 3 will score level 3 on the FCAT SSS Assessment Mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (35)students in grade 3 will score at Achievement Level 3 in mathematics. Total tested: 92 students	58% (47) students in grade 3 will score at Achievement Level 3 in mathematics. Total enrolled: 81

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The lack of rigor in the student assignments.	Students will complete activities included in the GO Math! Enrichment Book with the help of their classroom teacher.	Administrators	Administration will conduct Classroom Walk-Throughs on a weekly basis. Record, collect, analyze and discuss data according to the timeline in the District Curriculum Framework.	Classroom Walk-Throughs, 2.0 Informal Feedback Tool, Chapter Tests, Big Idea Tests
2	The lack of opportunities for students to work cooperatively on hands-on activities.	Students will complete teacher-created and textbook supplied center activities several times a week.	Administrators	Teachers will review student center folders on a weekly basis with a focus on the accuracy of the completed assignment.	Student center folders, completed center assignments
3	Students have difficulty retaining information and vocabulary introduced during a math lesson.	Teachers will participate in a professional development opportunity focusing on the appropriate use of student note-taking books.	Administrators	Record, collect, analyze and discuss data according to the timeline in the District Curriculum Framework Teachers will conduct daily formative assessments and students may use their note-taking book as a reference.	Chapter Tests, Big Idea Tests, textbook created formative assessments, teacher-created formative assessments, and FCAT Pro
4	Students have difficulty retaining information and vocabulary introduced during a math lesson.	Students will utilize and maintain a daily note-taking book.	Administrators	Record, collect, analyze and discuss data according to the timeline in the District Curriculum Framework Teachers will conduct daily formative assessments and students may use their note-taking book as a reference.	Chapter Tests, Big Idea Tests, textbook created formative assessments, teacher-created formative assessments, and FCAT Pro
5	Students have difficulty retaining information and vocabulary learned during a math lesson.	Targeted Level 3 students will participate in extended learning opportunities (ELO), both during the school day and after regular school hours.	Administrators	Record, collect, analyze and discuss data gathered from program supplied assessments specific to the ELO resources.	Program supplied assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By June 2013 30% (24) students in grade 3 will score level 3 on the FCAT SSS Assessment Mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (6) students in grade 3 meeting the DOE criteria scored level 3 on the FCAT SSS Assessment Mathematics	30% (24) students in grade 3 meeting the DOE criteria will score level 3 on the FCAT SSS Assessment Mathematics

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Level 4-5 students need to be given additional opportunities to complete work that challenge their ability on a consistent basis.	Students will be required to complete one of the Big Idea projects each quarter.	Administrators	Students will present their projects to their peers and Literacy Leadership Team during the early release day at the end of each quarter.	Big Idea project and rubric
2	Students have difficulty retaining information and vocabulary learned during a math lesson	Teachers will participate in a professional development opportunity focusing on the appropriate use of student note-taking books.	Administrators	Record, collect, analyze and discuss data according to the timeline in the District Curriculum Framework. Teachers will conduct daily formative assessments and students may use their note-taking book as a reference.	Chapter Tests, Big Idea Tests, textbook created formative assessments, teacher-created formative assessments, and FCAT Pro
	Students have difficulty retaining information and vocabulary learned during a math lesson	Students will utilize and maintain a note-taking book on a daily basis.	Administrators	Record, collect, analyze and discuss data according to the timeline in the District Curriculum Framework.	Chapter Tests, Big Idea Tests, textbook created formative assessments,

				Teachers will conduct daily formative assessments and students may use their note-taking book as a reference.	teacher-created formative assessments, and FCAT Pro
3					
4	The lack of rigor in the student assignments.	Students will complete activities included in the GO Math! Enrichment Book with the help of their classroom teacher.	Administrators	Administration will conduct Classroom Walk-Throughs on a weekly basis. Record, collect, analyze and discuss data according to the timeline in the District Curriculum Framework.	Chapter Tests, Big Idea Tests, textbook created formative assessments, teacher-created formative assessments, and FCAT Pro

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By June 2013 100% (9) students in grade 3 will make Learning Gains in Mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (9) students in grade 3 made Learning Gains in Mathematics	100% (9)students in grade 3 will make Learning Gains in Mathematics

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students have difficulty retaining information and vocabulary learned during a math lesson	Teachers will participate in a professional development opportunity focusing on the appropriate use of	Administrators	Record, collect, analyze and discuss data according to the timeline in the District Curriculum Framework.	Chapter Tests, Big Idea Tests, textbook created formative assessments,

				Teachers will conduct daily formative assessments and students may use their note-taking book as a reference.	teacher-created formative assessments and FCAT Pro.
1		student note-taking books.			
2	Students have difficulty retaining information and vocabulary learned during a math lesson.	Students will utilize and maintain a note-taking book on a daily basis.	Administrators	Record, collect, analyze and discuss data according to the timeline in the District Curriculum Framework. Teachers will conduct daily formative assessments and students may use their note-taking book as a reference.	Chapter Tests, Big Idea Tests, textbook created formative assessments, teacher-created formative assessments and FCAT Pro.
3	Students have difficulty initially understanding math concepts	Students will participate in daily teacher-directed small group instruction for remediation.	Administrators	Record, collect, analyze and discuss data according to the timeline in the District Curriculum Framework. Teachers will conduct formative assessments at the end of the small group instruction session.	Chapter Tests, Big Idea Tests, textbook created formative assessments, teacher-created formative assessments and FCAT Pro.
4	Students have difficulty initially understanding math concepts.	Targeted Level 2 students will be provided additional push-in/pull-out support to further increase learning gains.	Administrators	Record, collect, analyze and discuss data according from the GO Math! Mini benchmark assessments and the Beginning, Middle and End-of-Year Assessments.	GO Math! Mini benchmark assessments Beginning, Middle and End-of-Year Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By June 2013 100% (9) students in the Lowest 25% will make Learning Gains in Mathematics

2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (9) students in the Lowest 25% made Learning Gains in Mathematics	100% (9) students in the Lowest 25% will make Learning Gains in Mathematics

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty initially understanding math concepts.	Students will participate in daily teacher-directed small group instruction for remediation.	Administrators	Record, collect, analyze and discuss data according to the timeline in the District Curriculum Framework. Teachers will conduct formative assessments at the end of the small group instruction session.	Chapter Tests, Big Idea Tests, textbook created formative assessments, teacher-created formative assessments and FCAT Pro.
2	Students have difficulty initially understanding math concepts.	Targeted Level 1 students will be provided additional push-in/pull-out support to further increase learning gains.	Administrators	Record, collect, analyze and discuss data gathered from the GO Math! Mini benchmark assessments and the Beginning, Middle and End-of-Year Assessments.	GO Math! Mini benchmark assessments, Beginning, Middle and End-of-Year Assessments.
3	Teacher knowledge of the appropriate use of manipulatives	Teachers will participate in professional development focusing on the appropriate use of manipulatives during classroom instructions.	Administrators	Record, collect, analyze and discuss data according to the timeline in the District Curriculum Framework.	Chapter Tests, Big Idea Tests, textbook created formative assessments, teacher-created formative assessments and FCAT Pro.
4	Students have not been given enough opportunities to use hand-on materials to increase their understanding of math concepts.	All students will be instructed using manipulatives when appropriate, with the teacher modeling the use of manipulatives.	Administrators	Record, collect, analyze and discuss Chapter Test data.	Chapter Tests, Big Idea Tests, textbook created formative assessments, teacher-created formative assessments and FCAT Pro.
5	The lack of opportunities for students to work cooperatively on hands-on activities.	Students will complete teacher-created, independent leveled center activities several times a week; including the leveled readers provided by the GO Math! Series.	Administrators	Teachers will review student center folders on a weekly basis with a focus on the accuracy of the completed assignment(s).	Student center folders, completed center assignments.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	By the end of 2016-2017, Endeavour Primary Learning will reduce the achievement gap by 50% as indicated per the 2011-2012 baseline data. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53	58	62	66	70	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By June 2013 62% (50) Black students in grade 3 will score level 3, 4 or 5 on the FCAT Mathematics SSS Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% Black students did not make satisfactory progress on the 2012 FCAT Mathematics SSS Assessment.	62% Black students will make satisfactory progress on the 2013 FCAT Mathematics SSS Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of opportunities for students to work in small groups	Students will participate in daily teacher-directed small group instruction for remediation.	Administrators	Record, collect, analyze and discuss data according to the timeline in the District Curriculum Framework. Teachers will conduct formative assessments at the end of the small group instruction session.	Chapter Tests, Big Idea Tests, textbook created formative assessments, teacher-created formative assessments and FCAT Pro.
2	Students have difficulty initially understanding math concepts.	Students will be provided additional push-in-pull-out support to further increase learning gains.	Administrators	Record, collect, analyze and discuss data gathered from the GO Math! Mini benchmark assessments and the Beginning, Middle and End-of-Year Assessments.	GO Math! Mini benchmark assessments, Beginning, Middle and End-of-Year Assessments
3	Teacher knowledge of the appropriate use of manipulatives	Teachers will participate in professional development focusing on the appropriate use of manipulatives during classroom instruction.	Administrators	Record, collect, analyze and discuss data according to the timeline in the District Curriculum Framework.	Classroom Walkthroughs
4	Students need additional opportunities to use hands-on materials to increase their understanding of math concepts.	All students will be instructed using manipulatives when appropriate, with the teacher modeling the use of manipulatives.	Administrators	Record, collect, analyze and discuss Chapter Test data.	GO Math! Chapter Tests
5	The lack of opportunities for students to work cooperatively on hands-on activities.	Students will complete teacher-created, independent level center activities several time a week; including the leveled readers provided by the GO Math! Series.	Administrators	Administration will review student center folders on a weekly basis with a focus on the accuracy of the completed assignment.	Student center folders, completed center assignments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By June 2013 48% (39) of ELL students will score 3, 4 or 5 on the FCAT Mathematics SSS Assessment.

2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (14) of ELL students did not make satisfactory progress in the FCAT Mathematics Assessment.	48% (39) of ELL students will score 3, 4 or 5 on the 2013 FCAT Mathematics SSS Assessment

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty retaining information and vocabulary learned during a math lesson	Teachers will participate in a professional development opportunity focusing on the appropriate use of student note-taking books.	Administrators	Record, collect, analyze and discuss data according to the timeline in the District Curriculum Framework Teachers will conduct daily formative assessments and students may use their note-taking book as a reference.	Chapter Tests, Big Idea Tests, textbook created formative assessments, teacher-created formative assessments.
2	Students have difficulty initially understanding math concepts.	Targeted Level 2 students will be provided additional push-in/pull-out support to further increase learning gains.	Administrators	Record, collect, analyze and discuss data according from the GO Math! Mini benchmark assessments and the Beginning, Middle and End-of-Year Assessments.	GO Math! Mini benchmark assessments Beginning, Middle and End-of-Year Assessments.
3	Students have difficulty retaining information and vocabulary learned during a math lesson.	Students will utilize and maintain a note-taking book on a daily basis.	Administrators	Record, collect, analyze and discuss data according to the timeline in the District Curriculum Framework. Teachers will conduct daily formative assessments and students may use their note-taking book as a reference.	Chapter Tests, Big Idea Tests, textbook created formative assessments, teacher-created formative assessments.
4	Students have difficulty initially understanding math concepts	Students will participate in daily teacher-directed small group instruction for remediation.	Administrators	Record, collect, analyze and discuss data according to the timeline in the District Curriculum Framework Teachers will conduct daily formative assessments and students may use their note-taking book as a reference.	Chapter Tests, Big Idea Tests, formative assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A			N/A	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By June 2013 65% (53) of Economically Disadvantaged students in grade 3 will score level 3, 4 or 5 on the FCAT Mathematics SSS Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (53) of Economically Disadvantaged students in grade 3 did not make satisfactory progress on the FCAT Mathematics SSS Assessment.	65% (53) of Economically Disadvantaged students in grade 3 will score level 3, 4 or 5 on the FCAT Mathematics SSS Assessment.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of opportunities for students to work in small groups	Students will participate in daily teacher-directed small group instruction for remediation.	Administrators	Record, collect, analyze and discuss data according to the timeline in the District Curriculum Framework Teachers will conduct formative assessments at the end of the small group instruction session.	Chapter Tests, Big Idea Tests, formative assessments
2	Students have difficulty initially understanding math concepts.	Students will be provided additional push-in-pull-out support to further increase learning gains.	Administrators	Record, collect, analyze and discuss data gathered from the GO Math! Mini benchmark assessments and the Beginning, Middle and End-of-Year Assessments.	GO Math! Mini benchmark assessments, Beginning, Middle and End-of-Year Assessments, and FCAT PRO
3	Teacher knowledge of the appropriate use of manipulatives	Teachers will participate in professional development focusing on the appropriate use of manipulatives during classroom instruction.	Administrators	Record, collect, analyze and discuss data according to the timeline in the District Curriculum Framework	Chapter Tests, Big Idea Tests, formative assessments
4	Students need additional opportunities to use hands-on materials to increase their understanding of math concepts.	All students will be instructed using manipulatives when appropriate, with the teacher modeling the use of manipulatives.	Administrators	Record, collect, analyze and discuss Chapter Test data.	GO Math! Chapter Tests
	The lack of opportunities	Students will compete	Administrators	Administration will review	Student center

| 5 | for students to work cooperatively on hands-on activities. | teacher-created, independent level center activities several time a week; including the leveled readers provided by the GO Math! Series. | | student center folders on a weekly basis with a focus on the accuracy of the completed assignment. | folders, completed center assignments |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Plans in alignment with Common core State Standards	Headstart-3rd grade/Math	District-Talent Development Curriculum Staff School Based Administrator	All Teachers	Plannig Days: 10/27/12, 1/18/13, 3/22/13	EPLC Professional Development Log Iobservation (Formal, Informal, and Snapshots) Data Chats	Administration
Refresher: Go Math	K-3rd grade	District Curriculum Staff	All Teachers	1st quarter	Iobservation (Formal, Informal, and Snapshots)	Administration
SMART Boards	Selected Teachers with SMART boards	District Instructional Technology Staff and Media Specialist	All Teachers	1st quarter 2nd quarter	Iobservation (Formal, Informal, and Snapshots)	Administration
Creating Rubrics	Headstart-3rd grade	Administration	All Teachers	1st-4th quarter	Iobservation (Formal, Informal, and Snapshots)	Administration
Journaling	K-3rd grade	District Curriculum Staff	All Teachers	1st quarter 2nd quarter	Iobservation (Formal, Informal, and Snapshots)	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
CCSS Implementation	Research based effective teaching strategies and techniques to improve student achievement	Professional Development	$400.00
Math Journaling	Research based effective teaching strategies and techniques to improve student achievement	Professional Development	$300.00
	Research based effective teaching		

Go Math Refresher	strategies and techniques to improve student achievement	Professional Development	$400.00
			Subtotal: $1,100.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,100.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	N/A	N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Writing Goals

Attendance Goal(s)

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	By June 2013 the number of students with Excessive Absences will be reduced to 25% (100)and excessive absences will be reduced to 2%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94% (380)	95% (385)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
??% (51)	25% (25)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
.5% (20)	2% (8)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental knowledge of BTIP policy	Follow-up phone call to parents whose children are absent three times, Teacher Conferences, Administrative/GuidanceConferences	Classroom Teachers, Administrators, IMT/BTIP Coordinator, Guidance Counselor	Weekly monitor of attendance records Logs of phone call	Classroom Attendance Records BTIP Records
2	Inaccurate Record keeping	Information Management Tech Performs as BTIP and communicate student issues to Assistant Principal and School Social Worker. Weekly reports will be generated from BRIO.	Assistant Principal IMT/BTIP Coordinator School Social Worker	Weekly monitor of attendance records Logs of phone call	Classroom Attendance Records BTIP Records
3	Lack of Parental AM Supervision	Follow-up phone calls to parents whose children being late three times, Teacher Conference, Administrative/GuidanceConference	Classroom Teachers, Administrators, BTIP Coordinator, Guidance Counselor	Weekly monitor of attendance records Logs of phone call	Classroom Attendance Records BTIP Records

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By June 2013 the rate of in-school suspensions will decrease to 1% (4)
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
(7)	(5)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
(5)	(2)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
(9)	(5)

2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
(9)	(5)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Utilization of DMS/BMS with fidelty	Assistant Principal will provide PD on inputting student referrals to accurately reflect facts.	Assistant Principal	Review suspension data monthly	Terms/Data Warehouse Reports
2	Classroom rules, processes, expectations and procedures modeled ongoing throughout the year	Teachers will model school and classroom rules. Guidance Counselor will provide support to students in small group sessions and individual sessions	Assistant Principal Principal	Review suspension data monthly	Terms/Data Warehouse Reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
DMS/BMS Professional Development	K-3rd grade	Assistant Principal	All Teachers	1st quarter Ongoing	Monitoring Teacher referral input Iobservation (Formal, Informal, and snapshots)	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By June 2013 50% (200) of our parents will attend at least (3) trainings, meetings, or evening activities/workshops.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
25% (92)	50% (200)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Strategies for communicating information are in place but need to be distributed in a more timely manner.	Parent communications including flyers, parent phone link, and marquee will be utilized. Notification will commence 5-7 days prior to the events.	Administration	Student Calendar Agendas are distributed at the beginning of the year and to newly registered students. Agenda contain all scheduled school-related events.	Sign-in sheets
2	Low parental involvement with school-related events and activities.	Parent Passport System- passports provide parents the opportunities to earn points for each school-related event they attend. The parents with the most points at the end of each semester are entered into a drawing to win gifts.	Administration	Passports will be monitored by school personnel.	Sign-in sheets

Professional Development (PD) aligned with Strategies through Professional Learning Community

(PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Newcomers Kit (K-1 and 2-3)	Supplemental resources to assist students learning English as a second language	Instructional Materials	$1,500.00

Subtotal: $1,500.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00

Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Marzano Art and Teaching of Teaching	Research based effective teaching strategies and techniques to improve student achievement	Title One	$1,300.00
Reading	Professional Development (Renaissance Learning -training and follow-ups)	Research based effective teaching strategies and techniques to improve student achievement	Professional Development	$5,400.00
Reading	Professional Development (FAIR)	Administration and monitoring student reading progress	Professional Development	$1,200.00
Reading	CCSS Implementation	Research based effective teaching strategies and techniques to improve student achievement	Professional Development	$500.00
Mathematics	CCSS Implementation	Research based effective teaching strategies and techniques to improve student achievement	Professional Development	$400.00
Mathematics	Math Journaling	Research based effective teaching strategies and techniques to improve student achievement	Professional Development	$300.00
Mathematics	Go Math Refresher	Research based effective teaching strategies and techniques to improve student achievement	Professional Development	$400.00

Subtotal: $9,500.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	ESOL updates for IPT	Obtained updated and new information to administered the IPT to ELL students.	Professional Development	$200.00

Subtotal: $200.00

Grand Total: $11,200.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA
			jn

Are you a reward school: ◯ Yes ◉ No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/19/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be used to provide home-school communication agendas to parents and students to increase parent involvement and opportunities for parents to reinforce skills at home.	$1,800.00

Describe the activities of the School Advisory Council for the upcoming year

The Endeavour SAC will be actively participate in on going reviews of the SIP and PIP. Each meeting agenda will provide current information on student data and student progress, professional development, and status of school-wide initiatives. In addition, participants will be updated and requested for suggested input with:
• Budget Review/Update
• Parent/Community Involvement
• Attend Area/Zone Meetings
• School Operations
• Curriculum
• Safety

AYP DATA

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found