

Florida Department of Education



School Improvement Plan (SIP) Form SIP-1

2012-2013

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2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Endeavor Academy	District Name: Hernando County
Principal: Mr. Robert Dill	Superintendent: Mr. Bryan Blavatt
SAC Chair: Mrs. Diane Yoder	Date of School Board Approval: Nov. 6, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[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)	Number of Years at Current School	Number 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)
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Assistant Principal	Mr. Robert Dill	B.S. Criminal Justice MTSU 1989; B.S. Social Studies MTSU 1991; M.S. Educational Leadership UTK 1999; Ed.S JSU Educational Leadership 2006	1	12	<p>Principal- Endeavor Academy (2011-2012) School received no grade for year. Making High Standards: 44% made state learning gains in Reading; 36% made state learning gains in Math. One hundred percent of Economically Disadvantaged students were proficient in Reading and Math.</p> <p>Mr. Dill served at Challenger K8 during the 2010-2011 school year. Challenger achieved “A” status and met AYP. 93% of the student population met high standards in Reading. 95% of the student population met high standards in Math. 97% of the student population met high standards in Writing. 81% of the student population met high standards in Science. Challenger has achieved “A” status since opening during the 2005-2006 school year and is in the top 2% of schools in Florida assessed using FCAT. 71% of the students made Learning Gains in Reading. 75% of the students made Learning Gains in Math. 78% of the lowest quartile made Learning Gains in Reading. 84% of the lowest quartile made Learning Gains in Math.</p>
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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 ambitious but achievable annual measurable objective (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)	Number of Years at Current School	Number 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)

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
To recruit and retain highly qualified teachers at Endeavor Academy, open positions will be posted internally through the district employment opportunity website. Detailed interviews are conducted to assure potential employees are of high quality. If no internal candidates apply, then the position will be opened to the public and only highly qualified individuals will be interviewed.	Mr. Robert Dill	August 13, 2012 Return of teaching staff from 2011-2112 academic year

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To recruit and retain highly qualified teachers at Endeavor Academy, the administration will offer new teachers an orientation day designed to acclimate new instructors to the specific procedures and policies at Endeavor Academy	Mr. Robert Dill	As new staff is hired, they will be oriented for a day before entering the classroom.
To recruit and retain highly qualified teachers at Endeavor Academy, the administration will frequently provide meaningful professional development opportunities that are specific to the needs of the entire instructional staff.	Mr. Robert Dill	All instructional staff members will be required to attend professional development throughout the year. PD 360 will be utilized to address specific areas of growth amongst individual staff.

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

*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
0	

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]).

To	%	%	%	%	%	%	%	%	%
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Number of Instructional Staff	First-Year Teachers	Teachers with 1-5 Years of Experience	Teachers with 6-14 Years of Experience	Teachers with 15+ Years of Experience	Teachers with Advanced Degrees	Highly Effective Teachers	Emerging Teachers	Non-Certified Teachers	OL Endorsed Teachers
8	0%	12%	50%	38%	25%	63%	25%	0%	12%
	(1)	(4)	(3)	(2)	(5)	(2)	(2)		(1)

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
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Mr. Jason Galisky (District Mentor)	Currently, there are no 1st year teachers at Endeavor.	No CET trained personnel on Endeavor's campus.	Monthly mentoring with instruction based lesson plans, and orientation to district policies and procedures and appropriate integration of instructional activities will be implemented as needed.
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Additional Requirements

Coordination and Integration-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
N/A
Title I, Part C- Migrant
N/A
Title I, Part D
N/A
Title II
Endeavor Academy will use differentiated Title II site allocation to support ongoing research-based professional development programs involving Effective Use of Formative Assessment Data to Differentiate and Drive Instruction, MTSS, and Common Core Standards. Teachers will also participate in district-wide Title II funded professional development programs as aligned with their IPDPs.
Title III
Services for English Language Learners will be integrated through a Development Language Arts through ESOL model. The monitoring for compliance of programs and services under the Consent Decree and state board rules will be coordinated by the ESOL Lead teacher/ESOL contact in accordance with the State and School Board approved District ELL Plan.
Title X- Homeless
Supplemental Academic Instruction (SAI)

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Violence Prevention Programs
The District Student Services Department provides substance abuse prevention and intervention programs for students and families. These programs include substance abuse evaluations, drug testing, drug awareness classes for parents and students, crisis intervention services, substance abuse prevention instruction, drug intervention training for parents, substance abuse protocol training for staff, tobacco awareness classes, Involuntary Marchman Act petitions, and treatment referral services. Furthermore, bullying and harassment, including sexual harassment, prevention and intervention programs are established in the school district. The District Student Services Department also provides programs for anger management and conflict resolution.
Nutrition Programs
As part of the district’s Food and Nutrition Department, cafeteria staff provide balanced meals and professional service, and maintain sanitary conditions. Students who qualify to participate in the U.S. Department of Agriculture’s National School Lunch Program are provided free and/or reduced priced breakfast and lunch.
Housing Programs
N/A
Head Start
N/A
Adult Education
The District’s Adult and Community Education Department provides opportunities for Hernando County residents to participate in free classes for GED preparation, Adult ESOL, co-enrolled classes, Adult Basic Education, and Family Literacy. Co-enrolled classes are located at the five high schools in the district. Other adult classes (HEART Literacy) are located at four non-school community sites. Services for Adults with Disabilities are contracted to ARC of the Nature Coast.
Career and Technical Education
The Hernando County School District uses Carl D. Perkins annual entitlement funds to support four high school CTE Specialists and provide program support and professional development, and to pay for CTE students’ testing and certification fees. Endeavor Academy is not a site location for a CTE program; however some students at Endeavor Academy have the opportunity to participate in Gas Engines class.
Job Training
N/A
School-Based MTSS/RtI Team

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Identify the school-based MTSS leadership team.

Mr. Robert Dill, Principal

Mrs. Allison Gibson, School Psychologist

Mrs. Sandra Hurst, Social Worker

Mr. Pete Ruiz, Violence Prevention

Mr. Marion Jones, Violence Prevention

Ms. Deanne LaBarr, Assessment

Ms. Kimberly Kessler, ESE Specialist

Ms. Erin Arey, Mathematics

Ms. Kim Webster, Language Arts & Writing

Mr. Howard Thomas, Small Engines and Wood Projects

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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 SBLT serves to regularly monitor the SIP, looking at progress monitoring data on a regular basis to determine if SIP strategies are effective, or if any changes need to be made. The MTSS Team reviews school-wide data and grade-level data and uses the data to implement strategies to improve student achievement. Since the student population at Endeavor changes on an on-going basis, the MTSS Team also focuses on individual student data to provide targeted interventions to students.

Assistant Principal, Mr. Robert Dill

- Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff (Skills Survey), ensures implementation of intervention support and documentation, ensures adequate professional development to support and documentation, ensures adequate professional development to support MTSS implementation, communicates with parents regarding school-based MTSS plans and activities.

General Education Teachers, Mr. Kevin Torres, Ms. Kimberly Kessler, Ms. Kim Webster, Mr. Howard Thomas, Mr. Dan Rushton, and Ms. Erin Arey

Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 supports, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education, Ms. Kimberly Kessler

- Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Reading Teacher, Mr. Kevin Torres

- Provides guidance on K-12 reading plan, facilitates and supports data collection activities; assists in data analysis, provides and supports the implementation of Tier 1, Tier 2, and Tier 3 support plans

Assessment Teacher, Deanne LaBarr

- Organizes school-wide assessments and scheduling, disseminates and disaggregates results to staff to facilitate data-driven instruction, and provides professional development and technical support to teachers and staff regarding data collection, management, and display.

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Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

The MTSS Leadership Team analyzes data, identifies students in need of support, sets goals, develops intervention plans and assessment strategies and ensures intervention fidelity. The staff monitors progress using the 3-tiered MTSS model. The principal and MTSS Team reviews data including academic and social/emotional areas of weakness that must be addressed. The team also works together on the development and monitoring of the School Improvement Plan.

MTSS Implementation

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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.

Tier I – Use of data from: Performance Matters, TERMS, GradeQuick, FAIR, Read 180, Learning Plans on Demand, Voyager, Subject appropriate pretest/post-test assessments, FCAT Mini-lesson assessments, Behavior Modification Point System.

Tier II – Subgroup of Tier 1: Performance Matters data, TERMS, GradeQuick, Behavior Modification Point System, regular pretest/post-test assessments appropriate for subject, FCAT Mini-lesson assessments, FAIR Testing (Reading), Read 180 data, FCAT Explorer practice lessons, Voyager Data, and ESE IEP.

Tier III – Individual students within the Tier 2 subgroup: Performance Matters data, regular pretest/post-test assessments appropriate for subject, FCAT Mini-Lesson Assessment, FAIR Testing (reading), Read 180 data, FCAT Explorer practice lessons, Voyager, Behavior Modification Point System, FBA documentation, and ESE IEP.

TERMS – HCSB district database.

RtI: B-Data system for office discipline referrals and reports.

Behavior Modification Point System – Students participate in a behavior modification/PBS point system in which they earn daily points to support good behavior, high academic achievement, and an acceptable attendance rate.

Florida Assessment in Reading (FAIR) – FAIR is a web-based assessment that provides teachers with screening, progress monitoring and diagnostic information that is essential to guiding instruction.

Performance Matters– A portal that provides students, parents/guardians and teachers with on-line access to student demographic data, historical course grades, and historical achievement data. It also includes web-based progress monitoring assessments in math, science, and social studies.

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FCAT – Florida Comprehensive Assessment Test that measures student knowledge and understanding of reading, writing, math and science. The primary goal of these assessments is to provide information about student learning in Florida, as required by Florida law (Section 1008.22, Florida Statutes).

EOC-End of Course assessments that measure student mastery of Algebra I, Geometry, Biology, and U.S. History standards.

Learning Plans on Demand- LPOD is a diagnostic assessment software that identifies learning gaps for an individual student, and then gives specific remedial activities designed to target the area in need of improvement.

Describe the plan to train staff on MTSS.

Most members of the MTSS Team will participate in District MTSS Trainings. Staff trainings have already been conducted on progress monitoring using reports in Compass, LPOD, Performance Matters, and TERMS. All staff members are required to participate in MTSS meetings.

Describe the plan to support MTSS.

Endeavor administration will consult with members of the SBLT. Additionally, the School Psychologist will serve as an MTSS coach for the school on a weekly basis.

School-Based Literacy Leadership Team

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

Principal, Mr. Robert Dill

Reading Teacher, Mr. Kevin Torres

ESE Inclusion Teacher, Ms. Kimberly Kessler

English Teacher, Ms. Kim Webster

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

Reading data is analyzed, targeted subgroups are established. Specific reading interventions or support are developed within these team meetings.

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

The LLT will promote reading across the curriculum in the following ways: Black History Month Literary Awareness, Most Improved Reader Award, and utilizing a Literacy Lounge.

Black History Month Literary Awareness – Endeavor Academy students will discover more about Black History with timelines, trivia, and famous African American Biographies. The students will create a presentation utilizing the facts gathered during their discovery of Black History and inform invited members of the school board and community.

Most Improved Reader Award – Each school in our district nominates one student to attend the annual Most Improved Reader Award Banquet. The student who attends the banquet is individually recognized for improvements made in reading. This program is sponsored by H.E.A.R.T. Literacy.

Literacy Lounge – Endeavor Academy provides a Literacy Lounge containing age and content appropriate books for students

Public School Choice

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the “Upload” page.

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**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.

N/A

**Grades 6-12 Only* Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

In providing primarily computer-based instructional support, Endeavor students are required to read and analyze a large amount of information through instructional software such as Compass Learning, Read 180, and the Voyager series. Because each curriculum requires reading skills, Endeavor utilizes highly qualified instructors to provide individual tutoring in reading across the curriculum as needed. In addition, every student who is below level 3 in Reading on FCAT will receive 90 minutes of reading instruction daily. The Language Arts teacher will also focus on reading skills within that curriculum for a portion of the Language Arts block, and will provide targeted remediation based on individual student needs.

**High Schools Only*

Note: Required for High School-Sec. 1003.413(2)(g), (2)(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?

Endeavor Academy students are taught behavior and coping skills, to help them experience success and to facilitate reinstatement to their zoned schools. Emphasis is placed on life skills, career choices, and the importance of post-secondary education. Students will also have the opportunity to take the Armed Services Vocational Aptitude Battery (ASVAB). Students are enrolled in career technical courses offered on campus in gas engines.

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?

Middle school students take a career and education planning course in the seventh or eighth grade that results in the completion of the electronic personal education plan (EPEP) at FACTS.org. The school's assessment coordinator reviews and ensures middle school students have completed EPEP. The assessment coordinator also provides ongoing advisement regarding appropriate coursework for high school students, so that they may achieve their goal of graduation

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](#).

Endeavor Academy is not included in the annual High School Feedback Report.

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PART II: EXPECTED IMPROVEMENTS**

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1A.1. Students do not possess the foundational skills to read well independently in multiple subject areas.</p>	<p>1A.1. Content area teachers will guide students to apply reading strategies in the core subject areas.</p>	<p>1A.1. Administration Instructional Staff</p>	<p>1A.1. Classroom walk-through and teacher observation. Progress Monitoring (FAIR, Voyager, FCAT Explorer, Performance Matters)</p>	<p>1A.1. Data from FAIR, Performance Matters, Compass</p>		
<p><u>Reading Goal #1A:</u> The percentage of students scoring at Achievement Level 3 in Reading will increase from 13% (8) to 15%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>13% (8)</p>	<p>15%</p>					
		<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	
		<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	

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<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<p><u>Reading Goal #1B:</u> None of the students at in Endeavor participate in the Florida Alternate Assessment</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. Students are not prepared for the length, complexity, and format of FCAT 2.0	2A.1. Students will be exposed to FCAT-style questions through the use of FCAT Explorer.	2A.1. Administration	2A.1. FCAT Explorer progress monitoring	2A.1. FCAT Explorer reports.		
<p><u>Reading Goal #2A:</u></p> <p>The percentage of students scoring at or above Achievement Level 4 in reading will increase from 0% to 5%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	0%	5%					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Reading Goal #2B:</u> None of the students at Endeavor Academy participate in Florida Alternate Assessment	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3A.1. Students are not prepared for the length and complexity of FCAT 2.0</p>	<p>3A.1. Teachers will integrate standards-based reading instruction into the core content areas.</p>	<p>3A.1. Administration</p>	<p>3A.1. Pre- and Post-benchmark assessment through learning plans on demand, FAIR, Performance Matters</p>	<p>3A.1. Learning Plans on Demand reports FAIR data Performance Matters data Compass data</p>		

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Reading Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students making learning gains in reading will increase from 44% (7) showing state gains to 46% making state gains.	44%	46%					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
None of the students at Endeavor participate in Florida Alternate Assessment							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4A.1. Students do not possess the foundational skills to read well independently.</p>	<p>4A.1. Teachers will provide scaffolding and support across content areas necessary for students to generalize the use of strategies that good readers use to comprehend text.</p>	<p>4A.1. Instructional Staff</p>	<p>4A.1. Progress Monitoring through the use of FAIR, Performance Matters, Compass, and Voyager</p>	<p>4A.1. Data from FAIR, Performance Matters, Compass and Voyager</p>		

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Reading Goal #4A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
If applicable, 50% of students in the lowest quartile will make learning gains in reading.							
	N/A (not enough students to calculate)	50%					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
Reading Goal #4B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
None of the students at Endeavor Academy participate in the Florida Alternate Assessment							

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Reading Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5B.1. White: see below Black: No data Hispanic: see below Asian: No data American Indian: No data Students enter Endeavor Academy with disciplinary and attendance deficiencies that have impeded consistent and continual progress in reading.</p>	<p>5B.1. Continue 90% Attendance requirement for successful dismissal from Endeavor Academy Continue adverse loss of cumulative program points for unexcused absences at Endeavor Academy Adhere to a strict, consistent, structured and well-supervised rigorous academic environment with limited transitions</p>	<p>5B.1. Administration</p>	<p>5B.1. Continuous behavior monitoring Daily points cards Points system spreadsheet</p>	<p>5B.1. Behavior Points data Terms data</p>		
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Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students in ethnic subgroups not making satisfactory progress in reading will decrease from 100% (1) to 50%.							
	White: 100% (1) Black: no data Hispanic: 100% (1) Asian: no data American Indian: no data	White: 50% Black: no data Hispanic: 50% Asian: no data American Indian: no data					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Reading Goal #5C:</u> N/A (none of the students in both surveys were ELL)	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		

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<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A (none of the students in both surveys were SWD)							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
	-	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5E.1. Students do not possess the foundational skills to read well independently.</p>	<p>5E.1. Teachers will provide scaffolding and support across content areas necessary for students to generalize the use of strategies that good readers use to comprehend text.</p>	<p>5E.1. Instructional Staff</p>	<p>5E.1. Progress Monitoring through the use of FAIR, Performance Matters, Compass, and Voyager</p>	<p>5E.1. Data from FAIR, Performance Matters, Compass and Voyager</p>		

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<u>Reading Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of Economically Disadvantaged students not making satisfactory progress in reading will decrease from 100% to 50%.							
	100% (2 of 2 students in both surveys)	50%					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

Professional Development (PD) aligned with

June 2012
 Rule 6A-1.099811
 Revised April 29, 2011

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Strategies through
Professional
Learning
Community (PLC)
or PD Activities

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	PD Participants (e.g., PLC, subject, grade level, or school-wide) Instructional Staff	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Chats	6-12	PLC Leader Reading Teacher		Monthly	Progress Monitoring Assessments	Administration

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Reading in Content Areas	Compass Odyssey Program	HCSB allocated funds	\$2,050.00
Subtotal: \$2,050.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Standards-Based Reading Instruction	Common Core Standards Training	Title II	\$183.33
Subtotal: \$183.33			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$2233.33			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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<p>1. Students scoring proficient in listening/speaking.</p>	<p>1.1. Multiple listening and speaking opportunities need to be provided consistently for ELLs during mainstream English/Language Arts classes, core classes, and supplemental extended day/year programs (not offered at Endeavor Academy, but available at other locations in the district).</p>	<p>1.1. Supplemental training will be conducted during the school year for extended day/year teachers and paraprofessionals on using targeted instructional strategies and best practices in listening and speaking for ELLs. Additional one-on-one reading opportunities and practice, including multiple listening and speaking opportunities will be provided during English/Language Arts and/or supplemental extended day/year programs. Professional development will be provided to mainstream classroom teachers focusing on best practices, targeted</p>	<p>1.1 Administration Instructional Staff ESOL Lead Teacher</p>	<p>1.1. Classroom Walk-Through Instructional Planning</p>	<p>1.1. Walk Through Checklist Compass Learning Paths CELLA</p>	
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		instruction, and effective strategies to support ELLs in deficient areas while still maintaining support in other assessed areas.				
CELLA Goal #1: If applicable, all students will score proficient in listening and speaking.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	N/A (no participants)					
		1.2. A prescriptive approach, derived from CELLA data, and targeting students' areas of deficiencies related to listening and speaking is needed in supplemental extended day/year programs (not offered at Endeavor Academy, but available at other locations in the school district).	1.2. Supplemental Extended day/year programs that are prescriptive toward ELLs' areas of deficiencies, including listening and speaking, and that emphasize developing ELLs' English language proficiencies.	1.2. Administration Instructional Staff ESOL Lead Teacher	1.2. Classroom Walk-Through Instructional Planning	1.2. Walk Through Checklist CELLA

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Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<p>2. Students scoring proficient in reading.</p>	<p>2.1. Additional training for mainstream English/Language Arts and core content classroom teachers in best practices, targeted instruction, and effective strategies in reading for ELLs is needed.</p>	<p>2.1. Supplemental training will be conducted during the school year for extended day/year teachers and paraprofessionals on using targeted instructional strategies and best practices in listening and speaking for ELLs. Professional development will be provided to mainstream classroom teachers focusing on best practices, targeted instruction, and effective strategies to support ELLs in deficient areas while still maintaining support in other assessed areas.</p>	<p>2.1 Administration Instructional Staff ESOL Lead Teacher</p>	<p>2.1. Classroom Walk-Through Instructional Planning</p>	<p>2.1. Walk Through Checklist Compass Learning Paths CELLA</p>	

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<p><u>CELLA Goal #2:</u> If applicable, all students will score proficient in reading.</p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	<p>N/A (no participants)</p>					
		<p>2.2. A prescriptive approach, derived from CELLA data, targeting students areas of deficiencies related to reading is needed in supplemental extended day/year programs.</p>	<p>2.2. Supplemental Extended day/year programs that are prescriptive toward ELLs' areas of deficiencies, including listening and speaking, and that emphasize developing ELLs' English language proficiencies.</p>	<p>2.2. Administration Instructional Staff ESOL Lead Teacher</p>	<p>2.2. Classroom Walk-Through Instructional Planning</p>	<p>2.2. Walk Through Checklist CELLA</p>
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	

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<p>3. Students scoring proficient in writing.</p>	<p>2.1. Additional training for mainstream English/Language Arts and core content classroom teachers in best practices, targeted instruction, and effective strategies in reading for ELLs is needed.</p>	<p>2.1. Supplemental training will be conducted during the school year for extended day/year teachers and paraprofessionals on using targeted instructional strategies and best practices in listening and speaking for ELLs. Professional development will be provided to mainstream classroom teachers focusing on best practices, targeted instruction, and effective strategies to support ELLs in deficient areas while still maintaining support in other assessed areas.</p>	<p>2.1. Administration Instructional Staff ESOL Lead Teacher</p>	<p>2.1 Classroom Walk-Through Instructional Planning</p>	<p>2.1 Walk Through Checklist Compass Learning Paths CELLA</p>	
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<p><u>CELLA Goal #3:</u> If applicable, all students will score proficient in writing.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p>N/A (no participants)</p>					
		<p>2.2. A prescriptive approach, derived from CELLA data, targeting students areas of deficiencies related to reading is needed in supplemental extended day/year programs.</p>	<p>2.2. Supplemental Extended day/year programs that are prescriptive toward ELLs’ areas of deficiencies, including listening and speaking, and that emphasize developing ELLs’ English language proficiencies.</p>	<p>2.2. Administration Instructional Staff ESOL Lead Teacher</p>	<p>2.2. Classroom Walk-Through Instructional Planning</p>	<p>2.2. Walk Through Checklist Compass Learning Paths CELLA</p>

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
ESOL Strategy Integration	Instructional and Curriculum Development Consultant	Fund 110 General Fund	\$14,771.23
Subtotal: \$14,771.23			
Total: \$14,771.23			

End of CELLA Goals

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Middle School Mathematics Goals

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

Middle School Mathematics	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>IA. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>IA.1. Identifying the mathematical learning deficiencies of students.</p>	<p>IA.1. Mathematics teacher will review the academic histories of new students to ensure correct placement and interventions. Math teacher will assess students using Learning Plans on Demand and Performance Matters</p>	<p>IA.1. Mathematics teacher</p>	<p>IA.1. Teachers will use Performance Matters to assess students. Teachers will use Learning Plans on Demand to assess students. Teachers will use Compass Odyssey to assess students</p>	<p>IA.1. Performance Matters data Learning Plans on Demand data Compass Odyssey data</p>		
		<p>MTSS</p>					

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Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring at Achievement Level 3 in mathematics will increase from 14% (2) to 16%							
	14%	16%					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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<p><u>Mathematics Goal #1B:</u></p> <p>None of the students at Endeavor Academy participate in Florida Alternate Assessment</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	
		<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2A.1. Students lack prerequisite knowledge necessary to master skills in order to demonstrate proficiency.</p>	<p>2A.1. The implementation and use of Compass Odyssey The implementation and Use of Learning Plans on Demand and Performance Matters Differentiated Instruction Increase frequency of</p>	<p>2A.1. Classroom Teachers Administration</p>	<p>2A.1. Teachers will use Compass Odyssey, Performance Matters and Learning Plans on Demand to assess students and develop instructional plans.</p>	<p>2A.1. Mini-Lessons Assessments Performance Matters Data Walk Through Check Sheet</p>		
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		opportunities for students to demonstrate higher level thinking skills.					
<u>Mathematics Goal #2A:</u> The percentage of students scoring at or above Achievement Levels 4 and 5 in mathematics will increase from 0% to 5%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0%	5%					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<p><u>Mathematics Goal #2B:</u> None of the students at Endeavor Academy participate in Florida Alternate Assessment</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	
<p>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:</p>	Anticipated Barrier	Strategy	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	Evaluation Tool		

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<p>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</p>	<p>3A.1. Student lack prerequisite knowledge of fundamental math skills prior to entering the program at Endeavor Academy.</p>	<p>3A.1. Targeted math remediation based on diagnostic math tests such as Performance Matters and LPOD. Mathematics instruction is integrated in science classes.</p>	<p>3A.1. Mathematics Teacher Administration</p>	<p>3A.1. Pre-assessment and post-assessment of benchmark results through Learning Plans on Demand and Performance Matters.</p>	<p>3A.1. Learning Plans on Demand, Performance Matters, and Compass data.</p>		
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<u>Mathematics Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students making learning gains in mathematics will increase from 36% (4) showing state gains to 38% making state gains	36%	38%					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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<u>Mathematics Goal</u> <u>#3B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
None of the students at Endeavor Academy participate in Florida Alternate Assessment	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4A.1. Student lack prerequisite knowledge of fundamental math skills prior to entering the program at Endeavor Academy.</p>	<p>4A.1. Targeted math remediation based on diagnostic math tests such as Performance Matters and LPOD. Mathematics instruction is integrated in science classes.</p>	<p>4A.1. Mathematics Teacher Administration</p>	<p>4A.1. Pre-assessment and post-assessment of benchmark results through Learning Plans on Demand and Performance Matters.</p>	<p>4A.1. Learning Plans on Demand, Performance Matters, and Compass data.</p>		

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<u>Mathematics Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
If applicable, 50% of students in the lowest quartile will make learning gains in math.							
	N/A (not enough students to calculate)	50%					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		

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<u>Mathematics Goal</u> <u>#4B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
None of the students at Endeavor Academy participate in Florida Alternate Assessment							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. White: N/A Black: N/A Hispanic: see below Asian: N/A American Indian: N/A Students enter Endeavor Academy with disciplinary and attendance deficiencies that have impeded consistent and continual progress in reading.</p>	<p>5B.1. Continue 90% Attendance requirement for successful dismissal from Endeavor Academy Continue adverse loss of cumulative program points Adhere to a strict, consistent, structured and well-supervised rigorous academic environment with limited transitions</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>		
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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students in ethnic subgroups not making satisfactory progress in math will decrease from 100% to 50%.							
	White: no data Black: no data Hispanic: 100% Asian: no data American Indian: no data	White: no data Black: no data Hispanic: 100% Asian: no data American Indian: no data					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> N/A (none of the students in both surveys were ELL)	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		

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<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A (none of the students in both surveys were SWD)							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
	—	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p>	<p>5E.1. Students lack prerequisite language and analytic skills required to successfully identify, interpret, construct and solve multi-step problem-solving stems</p>	<p>5E.1. Incorporate NG-CAR-PD strategies into teaching of word problems and mathematics vocabulary acquisition</p>	<p>5E.1. Mathematics Teacher Administration</p>	<p>5E.1. Teachers will use Performance Matters to assess students. Teachers will use Learning Plans on Demand to assess students. Teachers will use Compass Odyssey to assess students</p>	<p>5E.1. Performance Matters data Learning Plans on Demand data Compass Odyssey data</p>		

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<u>Mathematics Goal</u> <u>#5E:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
The percentage of Economically Disadvantaged students not making satisfactory progress in math will decrease from 100% to 50%.							
	100% (1 of 1 student in both surveys)	100%					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School	Mathematics Goal	Barrier-Solving Process to Increase Student Achievement						
	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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1.	1.1.	1.1.	1.1.	1.1.		
	Mathematics Goal #1: None of the students at Endeavor Academy participate in Florida Alternate Assessment	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Mathematics Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		
<p>Mathematics Goal #3:</p> <p>None of the students at Endeavor Academy participate in Florida Alternate Assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4.1.	4.1.	4.1.	4.1.	4.1.		
Mathematics Goal #4: None of the students at Endeavor Academy participate in Florida Alternate Assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Students scoring at Achievement Level 3 in Algebra 1.</p>	<p>1.1. Identifying mathematical learning gaps of students</p>	<p>1.1. Mathematics teacher will review the academic histories of new students to ensure correct placement and support. Mathematics teacher will assess students using Learning Plans on Demand and Performance Matters. Differentiated mini-</p>	<p>1.1. Mathematics Teacher</p>	<p>1.1. Performance Matters and Learning Plans on Demand Compass</p>	<p>1.1. Performance Matters data Learning Plans on Demand data Compass data</p>		
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		lessons targeted for student needs.					
Algebra 1 Goal #1: Students scoring at Achievement Level 3 will increase from 38%(3) to 40% (None of the 8 students tested were enrolled for both surveys at Endeavor Academy)	<u>2012 Current Level of Performance*</u>	<u>2013 Expected Level of Performance*</u>					
	38% (3)	40%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</p>	<p>2.1. Lack of prereq uisite knowledge necessary to master skills in order to be proficient.</p>	<p>2.1. Use of Compass program Use of Learning Plans on Demand Differe ntiated Instruction</p>	<p>2.1. Mathematics Teacher Administration</p>	<p>2.1. Teachers will use Compass, Learning Plans on Demand and Performance Matters to assess students and develop instructional plans.</p>	<p>2.1. Compass data Learning Plans on Demand data Performance Matters data</p>		
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<p>Algebra Goal #2: Students scoring at or above Achievement Levels 4 and 5 in Algebra 1 will increase from 0% to 15% (None of the 8 students tested were enrolled for both surveys at Endeavor Academy)</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0%</p>	<p>15%</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Algebra 1 Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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Algebra I Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Not applicable; none of the tested students were enrolled in both surveys.							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Algebra 1 Goal #3C: N/A (none of the students in both surveys were ELL)	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Algebra 1 Goal #3D: N/A (none of the students in both surveys were SWD)	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Algebra 1 Goal #3E: N/A (none of the students in both surveys were Economically Disadvantaged)	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

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

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	1.1. Identifying mathematical learning gaps of students	1.1. Mathematics teacher will review the academic histories of new students to ensure correct placement and supports.	1.1. Mathematics Teacher	1.1. Performance Matters Learning Plans on Demand Compass	1.1. Performance Matters data Learning Plans on Demand data Compass data		

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Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Students scoring at Achievement Level 3 in Geometry will increase from 0% (2) to 15% (One of the two students tested was enrolled at Endeavor Academy for both surveys)							
	0% (2)	15% (3)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p>	<p>2.1. Lack of prereq uisite knowledge necessary to master skills in order to be proficient.</p>	<p>2.1. Use of Learning Plans on Demand Differe ntiated Instruction</p>	<p>2.1. Mathematics Teacher Administration</p>	<p>2.1. Teachers will use Compass, Learning Plans on Demand and Performance Matters to assess students and develop instructional plans</p>	<p>2.1. Compass data Learning Plans on Demand data Performance Matters data</p>		
<p>Geometry Goal #2: Students scoring at or above Achievement Levels 4 and 5 in Geometry will increase from 0% (2) to 15% (One of the two students tested was enrolled at Endeavor Academy for both surveys)</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p>0% (2)</p>	<p>15% (3)</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012						
<u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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Geometry Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Not applicable; none of the tested students in stated subgroup(s) were enrolled in both surveys.							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<u>Geometry Goal #3C:</u> Not applicable; none of the tested students in stated subgroup(s) were enrolled in both surveys.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Geometry Goal #3D: Not applicable; none of the tested students in stated subgroup(s) were enrolled in both surveys.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Geometry Goal #3E:</u> Not applicable; none of the tested students in stated subgroup(s) were enrolled in both surveys.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development

June 2012
Rule 6A-1.099811
Revised April 29, 2011

**2012-2013 School Improvement Plan (SIP)-Form SIP-1
 (PD) aligned with
 Strategies through
 Professional
 Learning
 Community (PLC)
 or PD Activities**

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	PD Participants (e.g., PLC, subject, grade level, or school-wide) Instructional Staff	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Chats	6-12	PLC Leader Mathematics Teacher		Monthly	Progress Monitoring Assessments	Administration

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Individualized Learning Paths on Compass Odyssey	Compass Odyssey	HCSB allocation	\$2,050.00
Subtotal: \$2,050.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Differentiated Instruction	Common Core Standards Training	Title II	\$183.33
Subtotal: 183.33			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: 2,233.33			

End of Mathematics Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1
Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>IA. FCAT 2.0: Students scoring at Achievement Level 3 in science.</p>	<p>IA.1. Students do not receive targeted instruction and support to address areas of weakness.</p>	<p>IA.1. Students will receive targeted remediation and intensive support on areas of weakness in Science.</p>	<p>IA.1. Administration Science Teacher</p>	<p>IA.1. Performance Matters Learning Plans on Demand Compass</p>	<p>IA.1. FCAT Data Performance Matters Compass Data Learning Plans on Demand data</p>		
<p><u>Science Goal #1A:</u> Students scoring at Achievement Level 3 in science will increase from 0% (3) to 15%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0% (3)</p>	<p>15% (3)</p>					

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		1A.2. Students lack prerequisite language and analytic skills required to successfully answer questions at higher levels of cognitive complexity.	1A.2. Science teachers will incorporate inquiry-based learning activities, Common Core Standards, and cognitive complexity in instruction.	1A.2. Science Teacher Administration	1A.2. Performance Matters Assessments Compass Assessments Currently adopted science instructional materials.	1A.2. FCAT Data Performance Matters Compass Data Learning Plans on Demand data	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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<p><u>Science Goal #1B:</u> None of the students at Endeavor Academy participate in Florida Alternate Assessment</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	
		<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p>	<p>2A.1. Students lack prerequisite language and analytic skills required to successfully answer questions at higher levels of cognitive complexity</p>	<p>2A.1. Science teachers will incorporate inquiry-based learning activities, Common Core Standards, and cognitive complexity in instruction</p>	<p>2A.1. Science Teacher Administration</p>	<p>2A.1. Performance Matters Assessments Compass Assessments Currently adopted science instructional materials</p>	<p>2A.1. Performance Matters Data Compass Data</p>		
<p><u>Science Goal #2A:</u> Students scoring at or above Achievement Levels 4 and 5 in science will increase from 0% (3) to 15%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	0% (3)	15% (3)					
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		<p>2A.2.</p> <p>Students require more inquiry-based learning opportunities in science instruction and laboratory activities that incorporate vocabulary development, scientific processes, scientific thinking and reasoning, writing, investigation, and interpretation or evaluation</p>	<p>2A.2.</p> <p>Science teachers include different levels of cognitive complexity questions and incorporate inquiry-based learning activities, science vocabulary, scientific thinking and reasoning skills, and writing opportunities in instruction and assessment.</p>	<p>2A.2.</p> <p>Science Teacher Administration</p>	<p>2A.2.</p> <p>Performance Matters Assessments Compass Assessments Currently adopted science instructional materials</p>	<p>2A.2.</p> <p>Performance Matters Data Compass Data</p>	
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		of results.					
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
		Students require enrichment in inquiry-based learning activities beyond “guided inquiry” and provide opportunities for students to formulate predictions, organize and interpret data, and communicate results using science terminology.	Teachers provide enrichment in inquiry-based learning activities beyond “guided inquiry,” and provide opportunities for students to formulate predictions, organize and interpret data, and communicate results using science terminology.	Science Teacher Administration	Performance Matters Assessments Compass Assessments Currently adopted science instructional materials	Performance Matters Data Compass Data	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<p><u>Science Goal #2B:</u> None of the students at Endeavor Academy participate in Florida Alternate Assessment</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1
Florida Alternate Assessment High School Science Goals

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

High School Science Goals	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.		

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<p><u>Science Goal #1:</u> None of the students at Endeavor Academy participate in Florida Alternate Assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Science Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

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

Biology 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>1. Students scoring at Achievement Level 3 in Biology 1.</p>	<p>1.1. Students lack prerequisite language and analytic skills required to successfully answer questions at higher levels of cognitive complexity</p>	<p>1.1. Science teachers will incorporate inquiry-based learning activities, Common Core Standards, and cognitive complexity in instruction</p>	<p>1.1. Science Teacher Administration</p>	<p>1.1. Performance Matters Assessments Compass Assessments Currently adopted science instructional materials</p>	<p>1.1. Performance Matters Data Compass Data Biology EOC</p>		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Biology 1 Goal #1: Students scoring at Achievement Level 3 in Biology 1 will increase from 0% to 25%.	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
	0% (3)	25%					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		1.2. Students require more preparation through classroom instruction and laboratory activities that incorporate vocabulary development, scientific process, scientific thinking and reasoning, writing, investigation, and interpretation or evaluation of results.	1.2. Biology teacher trained in inquiry-based instruction and learning, Common Core Standards, Biology EOC Item Specifications, and Biology Course description standards.	1.2. Science Teacher Administration	1.2. Performance Matters Assessments Compass Assessments Currently adopted science instructional materials	1.2. Performance Matters Data Compass Data Biology EOC	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</p>	<p>2.1. Students lack prerequisite language and analytic skills required to successfully answer questions at higher levels of cognitive complexity</p>	<p>2.1. Science teachers will incorporate inquiry-based learning activities, Common Core Standards, and cognitive complexity in instruction</p>	<p>2.1. Science Teacher Administration</p>	<p>2.1. Performance Matters Assessments Compass Assessments Currently adopted science instructional materials</p>	<p>2.1. Performance Matters Data Compass Data Biology EOC Data</p>		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Biology 1 Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Students scoring at or above Achievement Levels 4 and 5 in Biology 1 will increase from 0% to 5%							
	0% (0)	5% (1)					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		2.2. Teachers providing consistent enrichment in inquiry-based learning activities beyond “guided inquiry” and provide opportunities for students to formulate predictions, organize and interpret data, and communicate results using science terminology.	2.2. Teachers provide enrichment in inquiry-based learning activities beyond “guided inquiry” and provide opportunities for students to formulate predictions, organize and interpret data, and communicate results using science terminology.	2.2. Science Teacher Administration	2.2. Performance Matters Assessments Compass Assessments Currently adopted science instructional materials	2.2.	
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End of Biology I EOC Goals

Science Professional Development

Professional

June 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

**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
Common Core Standards	6-12	Science Dept. Chair	Science Dept.	Quarterly	Benchmark Testing	Administration
Instructional Materials Trainings	6-12	Science Dept. Chair	Science Dept.	Quarterly	Benchmark Testing	Administration

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Inquiry-Based Learning Activities	Science 6-8 and Science 9-12 Instructional Materials (5 year adoption)	HCSB (District 504)	\$8,279.29
Subtotal: \$8,279.29			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Inquiry Based Learning Activities	Compass Odyssey	HCSB Allocation	\$2,050.00

June 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Subtotal: \$2,050.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Remediation	Common Core Standards Training	Title II	\$183.33
	Science 6-12 Instructional Materials Training	Title II	TBD
Subtotal: \$183.33			
Other			
Strategy	Description of Resources	Funding Source	Amount
Inquiry-Based Learning Activities	State Science Industrial Lab Materials Funds	TBD	TBD
Subtotal:			
Total: \$10,512.62			

End of Science Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1A.1. Students lack prerequisite language and analytic skills needed to write a proficient to sophisticated two-page FCAT style essay.</p>	<p>1A.1. Content area teachers will integrate standards-based writing instruction into core content areas.</p>	<p>1A.1. Instructional Staff Administration</p>	<p>1A.1. Compass Odyssey Writer Assignments District Writing Assessments</p>	<p>1A.1. Compass Data Terms Data</p>		
<p><u>Writing Goal #1A:</u> Students will maintain the current performance level.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>100%</p>	<p>100%</p>					
		<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	
		<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<p><u>Writing Goal #1B:</u> None of the students at Endeavor Academy participate in Florida Alternate Assessment</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

**2012-2013 School Improvement Plan (SIP)-Form SIP-1
Writing Professional Development**

**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	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
Data Chats	6-10	PLC Leader English Teacher	Instructional Staff	Monthly	Progress Monitoring Assessments	Administration

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing Instruction in Content Areas	Compass Odyssey Writer	HCSB Allocation	\$2,050.00
Subtotal: \$2,050.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Writing Instruction in Content Areas	PD360	Title II	\$183.33
Subtotal: \$183.33			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$2,233.33			

End of Writing Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1
Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

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

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>1. Students scoring at Achievement Level 3 in Civics.</p>	<p>1.1. Students lack prerequisite language and analytic skills required to successfully answer questions at higher levels of cognitive complexity</p>	<p>1.1. Civics teachers will incorporate inquiry-based learning activities, Common Core Standards, and cognitive complexity in instruction, including Document Based Questions.</p>	<p>1.1. Civics Teacher Administration</p>	<p>1.1. Performance Matters Assessments Compass Assessments Currently adopted civics instructional materials</p>	<p>1.1. Performance Matters Data Compass Data Civics EOC Exam</p>		
<p><u>Civics Goal #1:</u> Fifty percent of students will score at Achievement Level 3 or higher.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A</p>	<p>50%</p>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		1.2. Civics teachers need preparation in new Civics standards, course descriptions, and EOC exam specifications.	1.2. Provide training for social studies teachers in Common Core Standards, Civics EOC exam specifications, and in Document Based Questions Instruction.	1.2. Civics Teacher Administration	1.2. Performance Matters Assessments Compass Assessments Currently adopted civics instructional materials	1.2. Performance Matters Data Compass Data Civics EOC Exam	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</p>	<p>2.1. Students lack prerequisite language and analytic skills required to successfully answer questions at higher levels of cognitive complexity</p>	<p>2.1. Civics teachers will incorporate inquiry-based learning activities, Common Core Standards, and cognitive complexity in instruction, including Document Based Questions.</p>	<p>2.1. Civics Teacher Administration</p>	<p>2.1. Performance Matters Assessments Compass Assessments Currently adopted civics instructional materials</p>	<p>2.1. Performance Matters Data Compass Data Civics EOC Exam</p>		
<p><u>Civics Goal #2:</u> Fifteen percent of students will score at Achievement Levels 4 and 5.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	N/A	15%					
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1
Civics Professional Development**

**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
Common Core Standards	7	Social Studies Dept. Chair	Social Studies Department	Quarterly	Benchmark Testing	Administration

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Inquiry Based Learning	District Textbook Adoption	District 504	\$4,650.00
Subtotal: \$4.650.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Inquiry Based Learning	Compass Odyssey Program	HCSB Allocation	\$2,050.00
Subtotal: \$2,050.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Inquiry Based Learning	Common Core Standards and Civics End of Course Training	Title II	\$183.33
Subtotal: \$183.33			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$6,883.33			

End of Civics Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1
U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

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

U.S. History EOC Goals	Problem- Solving Process to Increase Student Achievem ent						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>I. Students scoring at Achievement Level 3 in U.S. History.</p>	<p>1.1. Students lack prerequisite language and analytic skills required to successfully answer questions at higher levels of cognitive complexity</p>	<p>1.1. History teachers will incorporate inquiry-based learning activities, Common Core Standards, and cognitive complexity in instruction, including Document Based Questions.</p>	<p>1.1. History Teacher Administration</p>	<p>1.1. Performance Matters Assessments Compass Assessments Currently adopted civics instructional materials</p>	<p>1.1. Performance Matters Data Compass Data U.S. History EOC Exam</p>		
<p><u>U.S. History Goal #1:</u> Fifty percent of students will score at Achievement Level 3 or higher.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	N/A	50%					
		1.2. Teachers need preparation in the new U.S. History Standards, course descriptions, and EOC Exam Item Specifications in preparation for the accountability year of 2013-2014 (passing score required for high school graduation requirements).	1.2. Provide training for teachers in Document Based Questions Instruction, Common Core Standards, and U.S. History EOC Items Specifications.	1.2. History Teacher Administration	1.2. Performance Matters Assessments Compass Assessments Currently adopted civics instructional materials	1.2. Performance Matters Data Compass Data U.S. History EOC Exam	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</p>	<p>2.1. Students lack prerequisite language and analytic skills required to successfully answer questions at higher levels of cognitive complexity</p>	<p>2.1. History teachers will incorporate inquiry-based learning activities, Common Core Standards, and cognitive complexity in instruction, including Document Based Questions.</p>	<p>2.1. History Teacher Administration</p>	<p>2.1. Performance Matters Assessments Compass Assessments Currently adopted civics instructional materials</p>	<p>2.1. Performance Matters Data Compass Data U.S. History EOC Exam</p>		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>U.S. History Goal #2: Fifteen percent of students will score at Achievement Levels 4 and 5.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A</p>	<p>15%</p>					

U.S. History Professional Development

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	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g. , PLC, subject, grade level, or school-wide)			
Common Core Standards Implementation	8;11	PLC Leader Social Studies Dept. Chair	Social Studies Department	Quarterly	Benchmark Testing	Administration

U.S. History Budget (Insert rows as needed)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Inquiry Based Learning	District Textbook Adoption	District 504	\$4,650.00
Subtotal: \$4,650.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Inquiry Based Learning	Compass Odyssey Program	HCSB Allocation	\$2,050.00
Subtotal: \$2,050.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Inquiry Based Learning	Common Core Standards and End of Course Exam Training	Title II	\$183.33
Subtotal: \$183.33			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$6,833.33			

End of U.S. History Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1
Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>I. Attendance</p>	<p>1.1. Students enter Endeavor Academy with poor attendance records.</p>	<p>1.1. Continue 90% attendance requirement for successful program dismissal from Endeavor Academy</p> <p>Continue adverse loss of cumulative program points for unexcused absences at Endeavor Academy</p> <p>Parent contact for absent students</p>	<p>1.1. Administration Data Entry Personnel Social Worker</p>	<p>1.1. Daily review of attendance data</p>	<p>1.1. Terms Behavior Points System spreadsheet Truancy documentation</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		Truancy referral for chronically absent students					
<u>Attendance Goal #1:</u> Average daily attendance will increase from 73% to 75%	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	73%	75%					
	<u>2012 Current Number of Students with Excessive Absences</u> (10 or more)	<u>2013 Expected Number of Students with Excessive Absences</u> (10 or more)					
	64	60					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	7	5					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		1.2. Disciplinary issues resulting in OSS have an adverse overall impact on student attendance	1.2. Alternative disciplinary consequence “Time-out” intervention in Mr. Dill’s room	1.2. Administration	1.2. Daily review of attendance data Weekly review of OSS data Maintenance of Points System Spreadsheet	1.2. Terms Behavior Points System spreadsheet	
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Attendance Professional Development

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 Administrator	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
Data Chats	6-12	Administrator	Instructional Staff	Monthly	Excel attendance monitoring database	Administration

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Parent Contact	Printed letters, postage, progress reports	HCSB Allocation for supplies	\$325.00
Subtotal: \$325.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$325.00			

End of Attendance Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1
Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
Suspension	1.1. Being that Endeavor is a program for students who have been expelled from their zoned/home schools, many student in the program have chronic disciplinary issues.	1.1. Adhere to a strict, consistent, structured and well-supervised rigorous academic environment with limited transitions Alternative disciplinary consequence	1.1. Administration	1.1. Weekly review of OSS data Maintenance of Points System Spreadsheet	1.1. Terms Behavior Points System Spreadsheet		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Suspension Goal #1:</u> The number of incidents of student OSS will decrease from 206 to 200</p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	N/A	N/A					
	<u>2012 Total Number of Students Suspended</u> <u>In-School</u>	<u>2013 Expected Number of Students Suspended</u> <u>In-School</u>					
	N/A	N/A					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	206	200					
	<u>2012 Total Number of Students Suspended</u> <u>Out-of-School</u>	<u>2013 Expected Number of Students Suspended</u> <u>Out-of-School</u>					
	70	68					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1
Suspension Professional Development
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 Administrator	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
Data Chats	6-12	Administrator	Instructional Staff	Monthly	Points cards/Points system spreadsheet	Administration

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Suspension Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1
Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1. Students enter Endeavor Academy with deficient grades and credits	1.1. Provide students with opportunity to recover grades and/or credits in the daily course schedule	1.1. Administration Instructional Staff	1.1. Monitoring student progress on Compass	1.1. Terms data Compass data Grade Quick data Performance Matters data		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
<p>Dropout Prevention Goal #1:</p> <p>The dropout rate at Endeavor Academy will decrease from 34% to 30%</p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>							
	34%	30%					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	N/A	N/A					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		1.2. Students enter Endeavor Academy with poor attendance records.	1.2. Continue 90% attendance requirement for successful program dismissal from Endeavor Academy.	1.2. Administration Data Entry Personnel Social Worker	1.2. Daily review of attendance data	1.2. Terms Behavior Points System Spreadsheet Truancy documentation	
		1.3. Disciplinary issues resulting in OSS have an adverse overall impact on student attendance.	1.3. Alternative disciplinary consequence "Time-out" intervention in Mr. Dill's room	1.3. Administration	1.3. Daily review of attendance data Weekly review of OSS data Maintenance of Points System Spreadsheet	1.3. Terms Behavior Points System spreadsheet	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional

June 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

**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 Administrator	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
Data Chats	6-12	Administrator	Instructional Staff	Monthly	Progress Monitoring using Compass, Terms, Grade Quick, and Performance Matters	Administration, Instructional Staff

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Credit/Grade Recovery Grade	Compass Odyssey Program	HCSB Allocation	\$2,050.00
Subtotal: \$2,050.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$2,050.00			

End of Dropout Prevention Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>1. Parent Involvement</p>	<p>1.1. Parents with students entering Endeavor Academy from large schools feel like they have not received communication from schools or attention to addressing concerns about students.</p>	<p>1.1. Parent Orientation and on-going communication regarding student progress</p>	<p>1.1. Administration Instructional Staff</p>	<p>1.1. Parent Contact Log Parent Conference Minutes Progress Reports</p>	<p>1.1. Formal and Informal Parent Feedback</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
<p><i>Enter narrative for the goal in this box.</i></p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>							
	<p><i>Enter numerical data for current level of parent involvement in this box.</i></p>	<p><i>Enter numerical data for expected level of parent involvement in this box.</i></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

June 2012
 Rule 6A-1.099811
 Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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 Administrator	PD Participants (e.g. , PLC, subject, grade level, or school-wide) Instructional Staff	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings) Monthly	Strategy for Follow-up/Monitoring Parent Logs, Conference Minutes, Progress Reports	Person or Position Responsible for Monitoring Administration, Instructional Staff
Parent Involvement	6-12					

**2012-2013 School Improvement Plan (SIP)-Form SIP-1
Parent Involvement Budget**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Parent Orientation	Progress Reports, Orientation Materials	HCSB Allocation for printing and supplies	\$325.00
Subtotal: \$325.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$325.00			

End of Parent Involvement Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1
Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<u>STEM Goal #1:</u> Endeavor Academy is a small, alternative-to expulsion program. STEM is a program offered at mainstream high schools that is not available at Endeavor Academy.	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**2012-2013 School Improvement Plan (SIP)-Form SIP-1
STEM Professional Development**

**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
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2012-2013 School Improvement Plan (SIP)-Form SIP-1
Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<u>CTE Goal #1:</u> Endeavor Academy is a small, alternative-to expulsion program. CTE is a program offered at mainstream high schools that is not available at Endeavor Academy.	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

CTE Professional Development

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

Final Budget

Reading Budget
Total: \$2233.33

2012-2013 School Improvement Plan (SIP)-Form SIP-1

CELLA Budget	Total: \$14,771.23
Mathematics Budget	Total: \$2,233.33
Science Budget	Total: \$10,512.62
Writing Budget	Total:\$2,233.33
Civics Budget	Total: \$6,883.33
U.S. History Budget	Total: \$6,883.33
Attendance Budget	Total: \$325.00
Suspension Budget	Total: N/A
Dropout Prevention Budget	Total: \$2,050.00
Parent Involvement Budget	Total: \$325.00
STEM Budget	Total: N/A
CTE Budget	Total: N/A
Additional Goals	Total: N/A
	Grand Total: \$49,550.29

2012-2013 School Improvement Plan (SIP)-Form SIP-1
Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school’s DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select *Checked* under “Default value” header; 3. Select *OK*, this will place an “x” in the box.)

School Differentiated Accountability Status		
Priority	Focus	Prevent

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

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 members 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 No

If No, describe the measures being taken to comply with SAC requirements.	
Describe the activities of the SAC for the upcoming school year.	
First meeting of the school year was held Friday, September 28, 2012.	
Second meeting of the school year is scheduled for Thursday, October 11, 2012.	

Describe the projected use of SAC funds.	Amount
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

TBD	\$502.15