

2013-2014 SCHOOL IMPROVEMENT PLAN

Endeavor Elementary
13501 BALCOMBE RD
Orlando, FL 32837
407-251-2560

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 54%
Alternative/ESE Center No	Charter School No	Minority Rate 75%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Endeavor Elementary

Principal

Sharon Jenkins

School Advisory Council chair

Eslida Ross

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Fresia Urdaneta	Assistant Principal
TracyAnn Jackson	Curriculum Resource Teacher
Linda Young	Reading Coach
Danielle Arbelaez-Willis	Math Coach
Jessica Toledo	Staffing/CCT
Zaida Huertas	Guidance Counselor
Sharon Lock	ESE/Instructional Resource

District-Level Information

District

Orange

Superintendent

Dr. Barbara M. Jenkins

Date of school board approval of SIP

1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

SAC membership includes Sharon Jenkins, School Principal; Esilda Ross, SAC Chair
 Parents: Ron Zupa, Colleen Gallagher, Deisamar Soto Torres, Jessica Suarez, Pey Ron Garcia
 Staff Members: Maxine Byrnes, Darlene Waters, Janice Sherman,
 Business Partner--Carolyn Batissa

Involvement of the SAC in the development of the SIP

The School Advisory Council will assist the principal in the development and evaluation of the school improvement plan and budget for the current school year. Based on data collected and resources available, the SAC will assist in creating the School Improvement Plan goals and objectives.

Activities of the SAC for the upcoming school year

Activities of the SAC for the upcoming school year are as follows:

- review the school budget and make recommendations to the school principal
- approve School Improvement Plan budget and expenditures along with the School Improvement Plan
- approve the vision, mission, and goals of the school for inclusion in the School Improvement Plan
- approve professional learning activities for teachers
- make recommendations on how to spend school recognition money, in collaboration with the school staff
- approve distribution of school recognition money

Projected use of school improvement funds, including the amount allocated to each project

The projected use of school improvement funds for the current school year are as follows:

\$5,500 to support our newly installed technology in classrooms by adding one DVD/VCR, with a television toner, player per classroom.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Sharon Jenkins

Principal

Years as Administrator: 14

Years at Current School: 1

Credentials

Bachelor of Science in Business Administration, Master of Science in Educational Leadership, Middle Grades Math, Business 9-12, ESOL Endorsement

Performance Record

2012-2013 Endeavor Elementary Grade A/551, HS: reading 75%, math 77%, writing 76%, science 68%, LG: reading 75%, math 59%, lowest 25%: reading 67%, math 55%
 2011-2012 Catalina Elementary Grade D/401, HS: reading 33%, math 24%, writing 77%, science 38%, LG: reading 65%, Math 40%, lowest 25%: reading 74%, math 50%
 2010-2011 Catalina Elementary Grade D/421, HS: reading 53%, math 59%, writing 74%, science 20%, LG: reading 54%, math 60%, lowest 25%: reading 51%, math 50%

Fresia E. Urdaneta		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	Bachelor of Science in Elementary Education, Master of Science in Educational Leadership, ESOL Endorsement	
Performance Record	2012-2013 Endeavor Elementary Grade A/551, HS: reading 75%, math 77%, writing 76%, science 68%, LG: reading 75%, math 59%, lowest 25%: reading 67%, math 55% 2011-2012 Hunter's Creek Elementary Grade A/572, HS: reading 76%, math 77%, writing 83%, science 49%, LG: reading 74%, math 76%, lowest 25%: reading 81%, math 56% 2010-2011 Hunter's Creek Elementary Grade A/603, HS: reading 87%, math 90%, writing 85%, science 70%, LG: reading 73%, math 69%, lowest 25%: reading 61%, math 68%	

Instructional Coaches

# of instructional coaches	4
# receiving effective rating or higher	(not entered because basis is < 10)
Instructional Coach Information:	

TracyAnn Jackson		
Full-time / School-based	Years as Coach: 4	Years at Current School: 1

Areas	Other	
Credentials	Bachelor of Science in Elementary Education, Education Specialist in Educational Leadership ESOL Endorsed MTSS Trained	
Performance Record	2012-2013 Endeavor Elementary Grade A/551, HS: reading 75%, math 77%, writing 76%, science 68%, LG: reading 75%, math 59%, lowest 25%: reading 67%, math 55% 2011-2012 Catalina Elementary Grade D/407, HS: reading 33%, math 24%, writing 77%, science 38%, LG: reading 65%, math 40%, lowest 25%: reading 74%, math 50% 2010-2011 Catalina Elementary Grade D/421, HS: reading 53%, math 59%, writing 74%, science 20%, LG: science 54%, math 60%, lowest 25%: reading 51%, math 50%	

Sharon Lock		
Full-time / School-based	Years as Coach: 17	Years at Current School: 0
Areas	Other	
Credentials	Bachelor of Science in Education Certifications: Mentally Handicapped and Specific Learning Disabilities	
Performance Record	Ms. Sharon Lock was previously employed as a district resource teacher.	

Danielle Arbelaez-Willis		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Mathematics	
Credentials	Bachelor of Arts in Elementary Education, Master of Science in ESE Certifications: Elementary K-6, ESE K-12 ESOL K-12 Endorsed	
Performance Record	<p>Mrs. Arbelaez-Willis was previously employed as a classroom teacher.</p> <p>2012-2013 Hunter's Creek Elementary Grade A/586, HS: reading 81%, math 83%, writing 62%, science 72%, LG: reading 70%, math 74%, lowest 25%: reading 70%, math 74%</p> <p>2011-2012 Hunter's Creek Elementary Grade A/572, HS: reading 76%, math 77%, writing 83%, science 49%, LG: reading 74%, math 76%, lowest 25%: reading 81%, math 56%</p> <p>2010-2011 Hunter's Creek Elementary Grade A/603, HS: reading 87%, math 90%, writing 85%, science 70%, LG: reading 73%, math 69%, lowest 25%: reading 61%, math 68%</p>	

Linda Young		
Full-time / School-based	Years as Coach: 5	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Bachelor of Science in Elementary Education (1-6) Master of Science in Reading (K-12) Certifications: ESOL (K-12), Primary Education (K-3), Reading (K-12)	
Performance Record	2012-2013 Catalina Elementary Grade D/407, HS: reading 33%, math 31%, writing 47%, science 40%, LG: reading 64%, math 60%, lowest 25%: reading 73%, math 59% 2011-2012 Catalina Elementary Grade D/401, HS: reading 33%, math 24%, writing 77%, science 38%, LG: reading 65%, math 40%, lowest 25%: reading 74%, math 50% 2010-2011 Catalina Elementary Grade D/421, HS: reading 53%, math 59%, writing 74%, science 20%, LG: reading 54%, math 60%, lowest 25%: reading 51%, math 50%	

Jessica Toledo		
Full-time / School-based	Years as Coach: 9	Years at Current School: 12
Areas	Other	
Credentials	Bachelor of Arts in Communication Sciences and Disorders, Master of Arts in Varying Exceptionalities Certification: Varying Exceptionalities K-12 ESOL K-12 Endorsed Crisis Intervention MTSS Trained	
Performance Record	2012-2013 Endeavor Elementary Grade A/551, HS: reading 75%, math 77%, writing 76%, science 68%, LG: reading 75%, math 59%, lowest 25%: reading 67%, math 55% 2011-2012 Endeavor Elementary Grade A/617, HS: reading 80%, math 79%, writing 84%, science 69%, LG: reading 82%, math 77%, lowest 25%: reading 84%, math 62% 2010-2011 Endeavor Elementary Grade A/641, AYP Yes, HS: reading 89%, math 96%, writing 84%, science 75%, LG: reading 75%, math 68%, lowest 25%: reading 74%, math 80%	

Classroom Teachers

# of classroom teachers	44
# receiving effective rating or higher	44, 100%
# Highly Qualified Teachers	100%

certified in-field

38, 86%

ESOL endorsed

33, 75%

reading endorsed

1, 2%

with advanced degrees

2, 5%

National Board Certified

1, 2%

first-year teachers

3, 7%

with 1-5 years of experience

22, 50%

with 6-14 years of experience

17, 39%

with 15 or more years of experience

7, 16%

Education Paraprofessionals

of paraprofessionals

9

Highly Qualified

9, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

School's strategies to recruit and retain teachers:

Professional Learning Communities: Leadership Team

Monthly coaching meetings for new teachers: TracyAnn Jackson

Lesson Study: Linda Young

Vertical Team Meeting: Leadership Team

Monthly staff celebrations: Leadership Team

New teachers assigned a mentor teacher

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Each new teacher is paired with an experienced teacher who has three or more years of teaching experience. Mentor teachers are required to meet with their mentees at least once a week to share instructional strategies and offer support. Time is also provided for the mentee to observe in the mentor teacher's classroom. The mentor teacher also has the opportunity to observe in the mentee's classroom and provide feedback. The mentor and mentee meet with the instructional coach once a month.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership Team will work to support an infrastructure that allows for a three-tiered model of delivery and supervise the implementation of the problem solving process including data review, needs assessments (i.e. staff training, resources, etc.) and monitoring of the annual plan.

The grade level problem solving team will meet at least twice a month to discuss Tier II and Tier III evidence-based student interventions, data collection, graphing and assessments. After data analysis of progress monitoring assessments, the team determines supports that can be put in place to assist students not advancing at the normal rate. The team will graph performance for those students over a period of time and determine if students are progressing on grade level.

There will be individual teacher meetings to ensure that the academic interventions are being implemented with fidelity and are effective.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal/Assistant Principal: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing MTSS, conduct assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS implementation, and communicate with parents regarding school based MTSS plans and activities.

General education teachers: Provide information about core instruction, participate in student data collection, deliver Tier I instruction/intervention, collaborate with other staff to implement Tier II interventions, and integrate Tier I materials/instruction with Tier II/III activities.

Exceptional student education teachers (ESE): Participate in student data collection, integrate core instructional activities/materials into Tier III instruction, and collaborate with general education teachers through such activities as co-teaching.

Instructional coaches/CRT: Provide guidance on reading plan and develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identify systematic patterns of student need to identify appropriate, evidence-based intervention strategies/assists with whole school screening programs that provide early intervention services for children to be considered "at risk"; assists in the design and implementation for progress monitoring; facilitate and support data collections activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier I, Tier II, and Tier III intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning and program evaluation; facilitates data-based decision making activities.

Speech and Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design, assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.

Social Worker: Provides interventions to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Endeavor's MTSS team meets at least two times per month. The team reviews progress monitoring data at the grade level and classroom level to identify students who are meeting or exceeding benchmarks expectations. Based on this information, the team will identify interventions or enrichment resources needed for targeted students. The MTSS team assists with the implementation of interventions and strategies for the lowest 25% of students based on assessments as outlined in the School Improvement Plan. The team also evaluates the effectiveness of the interventions being used. Each team within the school systematically works towards the common goal of success for all students. All teams are coordinated through the MTSS team, which works to integrate the work of each of the other teams which include grade level team leaders, literacy team, Exceptional Student Education resource team and grade level Professional Learning Communities.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data: Progress Monitoring & Report Network (PMRN), Florida Assessment for Instruction in Reading (FAIR), Florida Kindergarten Readiness Screener, Houghton Mifflin Running Records, district benchmark assessments, math beginning of the year assessments
 Progress monitoring, mini-benchmark assessments, Florida Assessment for Instruction in Reading (FAIR) ongoing progress monitoring, monthly writing prompts
 Mid-Year: Florida Assessment for Instruction in Reading (FAIR), Houghton Mifflin Running Records, district benchmark assessments
 End of Year: Florida Assessment for Instruction in Reading (FAIR), district benchmark assessments, Comprehensive English Language Learning Assessment, Houghton Mifflin Running Records, Florida Comprehensive Assessment Test, alternative assessment

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

As a member of the MTSS team, the principal will meet with the School Advisory Council to discuss and address the focus of the School Improvement Plan. The academic day is structured so that targeted students receive Tier I,II, and III interventions. Students needing enrichment are also identified and targeted during the school day. The School Advisory Council is provided monthly updates on the progress toward meeting the School Improvement Plan goals for reading, math, science, and writing. The goals and progress of all subgroups is also discussed.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Sharon Jenkins	Principal
Linda Young	Reading Coach

Name	Title
Maxine Byrnes	Media Clerk
Jenna Schlaeger	Speech and Language Pathologist
Patricia Cobb	Kindergarten Teacher
Deborah Norman	First Grade Teacher
Joy Cahow	Second Grade Teacher
April Mann	Third Grade Teacher
Mireya Pabon	Fourth Grade Teacher
Judith Furio	Fifth Grade Teacher

How the school-based LLT functions

Our purpose this year will be to instill a love of reading into all students and staff members at Endeavor Elementary School. The Reading Leadership Team will work to develop activities throughout the school year that promote the love of reading. In addition, the Reading Leadership Team members will serve as model classrooms at Endeavor Elementary School and may assist with staff development as requested by the administrative team.

Major initiatives of the LLT

Each Reading Leadership Team member will assist with planning, developing, and positively promoting one or more of the following scheduled reading events.

Accelerated Reader: The team will work to develop a school wide system that will recognize and reward students for their accomplishments using the Accelerated Reader program for kindergarten through fifth grade students.

MyOn Reader: The team will work to develop a system tht will recognize and reward students for their accomplishments using the MyOn Reader program for kindergarten through fifth grade students.

Parade of Books: This annual event will be held in February to promote reading. Students and staff members will be encouraged to come dressed as their favorite book character. The committee will be responsible for planning and promoting the event.

K-2 Family Literacy Night: Kindergarten through second grade contacts will work with their teams to develop a Family Literacy Night for their grade level. Ideas and suggestions will be shared with the contacts.

Family Literacy Night: An off-campus Family Literacy Night for students in all grade levels will be developed to promote literacy.

Sunshine State Readers: Students in grades 3-5 are encouraged to read the selected Sunshine State Young Reader's Books each year. The committee will be responsible for working with the Media Clerk, Mrs. Byrnes to develop a tracking system, a reward system, and promoting the Sunshine State Young Reader's Books.

Florida Reading Association: The Florida Reading Association has created a separate program for kindergarten through second grade students. Eight picture books have been selected and students who read or listen to the books will be able to vote for their favorite picture book. The committee will also be responsible for working with the Media Clerk, Mrs. Byrnes to develop a tracking system, a reward system, and promoting the Florida Reading Association books. Students in grades 3-5 will also vote on the Sunshine State books.

Celebrate Literacy Week: The team will plan and coordinate on campus activities to Celebrate Literacy Week in January. District suggestions will be shared with the team by the reading coach.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers contribute to the reading improvement of every student by applying specific strategies. Teachers will provide differentiated learning centers that include a variety of rigorous activities to promote critical thinking.

Those students who have been identified as economically disadvantaged will be targeted to receive before and after school tutoring. In order to meet the academic needs of English Language Learner students, teachers will incorporate the use of English for Speakers of Other Language strategies during the 90 minute reading block, collaborate through professional learning communities and provide intervention and enrichment activities based on individual student needs. An emphasis will be made to provide ESE students with ample practice of targeted skills aligned with Access Point to improve retention of previously taught skills.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

In the spring, incoming kindergarten students and parents are invited to a Milk and Cookies event in which parents are given information about the school's policies, procedures, and curriculum. They are also given a tour of the school campus. In September, each student is assessed using the Florida Kindergarten Readiness Screener (FLKRS) assessment and teachers work with students and parents to target any deficient skills. Parents are encouraged to attend Meet the Teacher, Open House, report card conferences, curriculum nights, STEM activities, and all other school sponsored events. Parents are also encouraged to attend all other Parent Teacher Association and school sponsored events such as; Muffins with Mom, Donuts with Dad, movie nights, spirit nights, Fall Festival, Father/Daughter Dance, Mother/Son Event, etc.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

During the 2013-2014 school year, grade levels and departments began planning and implementing project-based learning units to help students see the relationships between subjects and relevance to their future. These efforts will continue to expand across grade levels and departments. In addition, Endeavor Elementary School offers a wide range of extracurricular academic clubs (e.g., Science Olympiad, Math Club, Future Problem Solvers), arts (visual and performing), sports, and technology classes as well as a leadership character program to provide unique educational experiences for our students. Students interested in advancement in grades 4 & 5 can also dual enroll in a virtual school program.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Endeavor Elementary School's guidance counselor and homeroom teachers work directly with individual students as they plan their academic and career goals. The school counselor can advise students in a variety of methods (classroom presentations, grade-level presentations, and individual meetings). Science & social studies are also integrated into the language arts block so that students may see the relevance between the subjects. Special area teachers also integrate mathematics and language arts (i.e. spelling) into their specialties. Through career exploration activities, a students' course of study is designed to be personally meaningful and supportive of their future plans.

Strategies for improving student readiness for the public postsecondary level

Endeavor uses articulation activities to bridge the elementary- middle school transition. The activities include orientations, schedule planning, and Student Assistance & Family Empowerment (SAFE) referrals, if applicable. The counselor uses an array of strategies to improve postsecondary readiness, such as placing students in appropriate courses based on specific needs (i.e. scheduling remedial courses for Florida Comprehensive Assessment Test and other subjects for learning gains) during their transition for middle school, allowing students to take advantage of online courses for advancement, &/or Academically Challenging Curriculum to Enhance Learning program.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	79%	75%	No	81%
American Indian				
Asian	88%	88%	Yes	90%
Black/African American	64%	53%	No	68%
Hispanic	79%	67%	No	81%
White	79%	81%	Yes	81%
English language learners	73%	61%	No	75%
Students with disabilities	56%	23%	No	60%
Economically disadvantaged	73%	64%	No	76%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	26%	29%
Students scoring at or above Achievement Level 4	178	48%	51%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		32%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	166	74%	77%
Students in lowest 25% making learning gains (FCAT 2.0)	30	67%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	106	60%	63%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	73	42%	45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	56	33%	36%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	74	71%	76%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	86%	77%	No	87%
American Indian				
Asian	96%	95%	Yes	96%
Black/African American	69%	73%	Yes	72%
Hispanic	87%	69%	No	88%
White	86%	78%	No	87%
English language learners	86%	62%	No	87%
Students with disabilities	53%	31%	No	58%
Economically disadvantaged	80%	69%	No	82%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	107	29%	32%
Students scoring at or above Achievement Level 4	173	48%	51%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		46%
Students scoring at or above Level 7	[data excluded for privacy reasons]		32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	134	59%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	20	55%	58%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	40	30%	33%
Students scoring at or above Achievement Level 4	48	36%	39%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		36%
Students scoring at or above Level 7	[data excluded for privacy reasons]		36%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		100
Participation in STEM-related experiences provided for students	565	86%	89%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	54	7%	4%
Students retained, pursuant to s. 1008.25, F.S.	15	1%	1%
Students who are not proficient in reading by third grade	16	14%	11%
Students who receive two or more behavior referrals	3	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	8	1%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Endeavor Elementary School strives to increase parental involvement by providing many opportunities for parents to participate throughout the school year. The following is a list of events where parents are invited and encouraged to participate: Meet the Teacher, Open House, Conference Night, Writing Night, Parent Leadership Council, School Advisory Council, Multicultural Night, grade level music performances, movie nights, PTA Board meetings, Science Fair, Muffins with Mom, Donuts with Dad, Mother/Son Event, Father/Daughter Dance, and Fall Festival. STEM activities will be added to Science Fair Night. To better communicate with our English Speakers of Languages(ESOL) parents, all written and verbal communication from the school is translated into Spanish.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parental involvement by 3%.	732	95%	98%

Goals Summary

- G1.** To increase student proficiency in mathematics by utilizing concrete, abstract and representational instructional strategies and mathematical practices.
- G2.** To increase student proficiency in Science by providing more hands on labs experiences and inquiry based questioning
- G3.** Increase the number of students proficient in writing by increasing students' ability to provide supporting details, in their writing, and use of correct conventions.
- G4.** Increase the number of students participating in STEM activities by increasing the number of school STEM activities offered throughout the year.
- G5.** To increase Parental Involvement by providing more opportunities for parents to participate in school events.
- G6.** To decrease the number of students missing 10 percent of available instructional time by providing phones calls to remind parents of attendance meetings.
- G7.** Decrease the number of students not proficient in reading by third grade by targeting identified third grade students to participate in extended learning opportunities.
- G8.** Increase the number of students scoring proficient in Reading by providing rigorous standards based instruction including the six instructional shifts.

Goals Detail

G1. To increase student proficiency in mathematics by utilizing concrete, abstract and representational instructional strategies and mathematical practices.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Houghton Mifflin Go Math Curriculum
- Moby Math
- District Scope and Sequence
- Cpalms lessons and resource
- FCIM mini lessons and assessments
- Grade Level math PLCs
- Lesson study

Targeted Barriers to Achieving the Goal

- First year implementation of new math curriculum, Go Math
- Students' lack of math fact fluency
- Gap in transition from New Generation Sunshine Standards to Common Core Standards

Plan to Monitor Progress Toward the Goal

Classroom walkthroughs, Student work samples

Person or Persons Responsible

Instructional Coaches, Principal, Assistant Principal

Target Dates or Schedule:

Weekly, bi-Weekly, monthly, quarterly ending June 1, 2014

Evidence of Completion:

Staff development protocol, classroom and district assessments

G2. To increase student proficiency in Science by providing more hands on labs experiences and inquiry based questioning

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science Fusion Curriculum
- Science Coach Materials
- Essential Labs
- Snapshots
- AIMS Materials

Targeted Barriers to Achieving the Goal

- Adequate student exposure to hand on labs
- Teachers' knowledge base of the science curriculum

Plan to Monitor Progress Toward the Goal

Lesson plans checks, Classroom walkthroughs

Person or Persons Responsible

Classroom teachers, Instructional coaches, Administrators

Target Dates or Schedule:

Weekly ending June 1, 2014

Evidence of Completion:

Classroom walkthrough data, Classroom and district assessments,

G3. Increase the number of students proficient in writing by increasing students' ability to provide supporting details, in their writing, and use of correct conventions.

Targets Supported

- Writing

Resources Available to Support the Goal

- Orange County Writes
- Journey's Writing Component
- Write From The Beginning
- 45 Day Writing Plan

Targeted Barriers to Achieving the Goal

- Students' lack of use of supporting details and conventions

Plan to Monitor Progress Toward the Goal

Scoring of student writing prompts

Person or Persons Responsible

Classroom teachers, Instructional coaches, Administrators

Target Dates or Schedule:

Weekly, bi-weekly, monthly

Evidence of Completion:

Classroom and district assessments

G4. Increase the number of students participating in STEM activities by increasing the number of school STEM activities offered throughout the year.

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- STEM Night will be added to our curriculum night events
- Science and Math Olympiad provided for level 4 and 5 FCAT students
- Science Fair for students in grades 3-5
- Future Problem Solvers for level 4 and 5 students

Targeted Barriers to Achieving the Goal

- Funding to purchase materials and to cover program participation fees

Plan to Monitor Progress Toward the Goal

Agendas, sign in sheets for events, student attendance sheets

Person or Persons Responsible

Instructional Coaches, Event Sponsors

Target Dates or Schedule:

Weekly

Evidence of Completion:

School Event Calendar, Weekly Student Team Meetings

G5. To increase Parental Involvement by providing more opportunities for parents to participate in school events.

Targets Supported

- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal

- Additions Coordinator
- Parent Teacher Association
- Parent Leadership Council
- School Advisory Council

Targeted Barriers to Achieving the Goal

- Ability to communicate with parents from different ethnic backgrounds

Plan to Monitor Progress Toward the Goal

Collect copies of all written and verbal communication sent to parents

Person or Persons Responsible

5 Star Committee

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Copies of the letters, School Messenger Log

G6. To decrease the number of students missing 10 percent of available instructional time by providing phones calls to remind parents of attendance meetings.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- Child Study Team Meetings, Social Worker, Guidance Counselor

Targeted Barriers to Achieving the Goal

- Parents' attendance at Trunancy meetings

Plan to Monitor Progress Toward the Goal

Attendance Reports, Warning Letters

Person or Persons Responsible

Teacher, Registrar, Social Work, Administrators, Guidance Counselor

Target Dates or Schedule:

Daily, Weekly

Evidence of Completion:

Attendance Reports, Meeting Notes, Warning Letters

G7. Decrease the number of students not proficient in reading by third grade by targeting identified third grade students to participate in extended learning opportunities.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- Small group Interventions in addition to the 90 minute reading block
- Accelerated Reader program
- MyOn reading program
- After School/Morning Tutoring
- MobyMax

Targeted Barriers to Achieving the Goal

- Getting targeted students to stay after school for additional support.

Plan to Monitor Progress Toward the Goal

Weekly Attendance Reports, Daily Student Assessments

Person or Persons Responsible

After School Tutoring Teachers, Resource Teacher

Target Dates or Schedule:

Ongoing starting November.-April 2014

Evidence of Completion:

Pre/Post Assessments, Daily Attendance Logs

G8. Increase the number of students scoring proficient in Reading by providing rigorous standards based instruction including the six instructional shifts.

Targets Supported

Resources Available to Support the Goal

- Houghton Mifflin Journey's Curriculum
- District Scope and Sequence
- Instructional coaches available to support teachers through coaching, modeling lessons and providing additional resources
- Cpalms lessons and materials
- Common Core Standards
- Grade Level PLCs
- FCIM Mini Lessons and Assessments
- Benchmark Mini Assessments

Targeted Barriers to Achieving the Goal

- Implementation, with fidelity, of the new Journey's curriculum
- Providing teachers ongoing staff development to support Common Core implementation
- Use of differentiated center activities during small group

Plan to Monitor Progress Toward the Goal

Lesson plan checks, classroom observations, student work samples, students classroom and district assessments

Person or Persons Responsible

Teachers, Instructional coaches, Principal, Assistant Principal

Target Dates or Schedule:

Weekly, bi-weekly, monthly, quarterly

Evidence of Completion:

Student assessment results

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase student proficiency in mathematics by utilizing concrete, abstract and representational instructional strategies and mathematical practices.

G1.B1 First year implementation of new math curriculum, Go Math

G1.B1.S1 The following ongoing staff development opportunities will be provided for teachers: Implementing Common Core Standards; Implementing the resources of the Go Math curriculum; Differentiated Instruction In Math; Implementing the 8 Mathematical Practices and Intervention and Enrichment Group Activities.

Action Step 1

Develop staff development schedule and agendas

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

By October 1, 2013

Evidence of Completion

Staff Development Protocol, Exit Slips

Facilitator:

Instructional Coaches

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Staff development protocol

Person or Persons Responsible

Instructional Coaches, Principal, Assistant Principal

Target Dates or Schedule

Weekly, bi-weekly, monthly, quarterly ending June 1, 2014

Evidence of Completion

Staff Development Protocol; Exit Slips

Plan to Monitor Effectiveness of G1.B1.S1

Lesson plans, Classroom walkthroughs, Student work samples, Student classroom and district assessments

Person or Persons Responsible

Teachers, Instructional Coaches, Principal, Assistant Principal

Target Dates or Schedule

Weekly, bi-weekly, monthly, quarterly ending June 1, 2014

Evidence of Completion

Staff development protocol, Student classroom and district assessments

G1.B1.S2 Use of grade level math PLCs

Action Step 1

Develop PLC meeting times and schedules

Person or Persons Responsible

Math coach, classroom teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Meeting notes

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Lesson plans, classroom walkthroughs

Person or Persons Responsible

Math coach, Principal, Assistant Principal

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Meeting notes, common assessments

Plan to Monitor Effectiveness of G1.B1.S2

Student classroom assessments

Person or Persons Responsible

Classroom teacher, Math coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Common assessments data

G1.B2 Students' lack of math fact fluency

G1.B2.S1 School wide use of Moby Math to increase student math fact fluency

Action Step 1

Have students complete the pre-assessment for placement into the program

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

By October 1, 2013

Evidence of Completion

Student progression report

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Weekly monitoring of student reports

Person or Persons Responsible

Classroom teachers, Instructional coaches

Target Dates or Schedule

Daily small group activity

Evidence of Completion

Weekly student progression report

Plan to Monitor Effectiveness of G1.B2.S1

Lesson plans, classroom walkthroughs, weekly progression reports

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily small group activity

Evidence of Completion

End of year student progression report; Classroom and district assessments

G1.B3 Gap in transition from New Generation Sunshine Standards to Common Core Standards

G1.B3.S1 Teacher modeling of concrete, representational and abstract thinking

Action Step 1

Teacher will develop lesson plans

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Students work samples, Classroom observation data

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Classroom walkthroughs

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Students use of mathematical practice posters; student work samples

Plan to Monitor Effectiveness of G1.B3.S1

Classroom walkthroughs

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Observation of students and teachers using of mathematical practice posters; Observation of teachers and coaches modeling for students; Student work samples

G2. To increase student proficiency in Science by providing more hands on labs experiences and inquiry based questioning

G2.B1 Adequate student exposure to hand on labs

G2.B1.S1 Incorporate at least two weekly labs into science lesson plans

Action Step 1

Quarterly grade level planning of Science lessons with the Science Lab teacher

Person or Persons Responsible

Classroom teachers, Science Lab teacher, Instructional coaches

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plan, Classroom walkthroughs, FCIM mini assessments, Monthly science benchmarks, Classroom assessments

Facilitator:

Science Lab teacher, Instructional coaches

Participants:

Classroom teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Lesson Plans Checks, Classroom walkthroughs

Person or Persons Responsible

Instructional coaches, Administrators

Target Dates or Schedule

Weekly ending June 1, 2014

Evidence of Completion

Lesson plans, Classroom walkthroughs, Classroom assessments, FCIM mini assessments, Monthly science benchmarks

Plan to Monitor Effectiveness of G2.B1.S1

Student Benchmark Assessments

Person or Persons Responsible

Classroom teachers, Instructional coaches

Target Dates or Schedule

Weekly ending June 1, 2014

Evidence of Completion

Classroom walkthroughs data, Classroom and district assessments data

G2.B2 Teachers' knowledge base of the science curriculum

G2.B2.S1 Monthly staff development focusing on inquiry and hands on labs.

Action Step 1

Develop an agenda and lesson plan for staff development

Person or Persons Responsible

Instructional coaches, Science Lab teacher

Target Dates or Schedule

By October 1, 2013

Evidence of Completion

Staff development protocol, Exit slips

Facilitator:

Instructional coaches, Science Lab teacher

Participants:

Classroom teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Lesson plan checks

Person or Persons Responsible

Instructional coaches, Administrators

Target Dates or Schedule

Weekly until June 1, 2014

Evidence of Completion

Classroom walkthrough data, Student classroom and district assessments

Plan to Monitor Effectiveness of G2.B2.S1

Classroom walkthroughs

Person or Persons Responsible

Instructional Coaches, Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walkthrough data, Student classroom and district assessments

G3. Increase the number of students proficient in writing by increasing students' ability to provide supporting details, in their writing, and use of correct conventions.

G3.B1 Students' lack of use of supporting details and conventions

G3.B1.S1 Remediation and Intervention groups focused on the Writing Process

Action Step 1

Data analysis using scoring rubric to build intervention groups

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly, bi-weekly, monthly

Evidence of Completion

District and classroom assessments

Facilitator:

District and school coaches

Participants:

Classroom teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Lesson plans, Classroom walkthroughs

Person or Persons Responsible

Classroom teachers, Instructional coaches, Administrators

Target Dates or Schedule

Weekly, bi-weekly, monthly

Evidence of Completion

Classroom and district assessments

Plan to Monitor Effectiveness of G3.B1.S1

Scoring of student writing prompts

Person or Persons Responsible

Classroom teachers, Instructional coaches, Administrators

Target Dates or Schedule

Weekly, bi-weekly, monthly

Evidence of Completion

Classroom and district prompts data

G3.B1.S2 Increased writing across all content areas

Action Step 1

Evidence based student work samples

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, Student work samples

Plan to Monitor Fidelity of Implementation of G3.B1.S2

PLC meetings

Person or Persons Responsible

Classroom Teachers, Instructional Coaches

Target Dates or Schedule

Bi weekly

Evidence of Completion

PLC Meeting Notes, Students work samples

Plan to Monitor Effectiveness of G3.B1.S2

Graded student writing prompts

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Bi weekly

Evidence of Completion

PLC meeting notes, Graded student writing prompts data

G4. Increase the number of students participating in STEM activities by increasing the number of school STEM activities offered throughout the year.

G4.B1 Funding to purchase materials and to cover program participation fees

G4.B1.S1 Level 4 and 5 students will participate in Future Problem Solvers and Science and Math Olympiad competitions.

Action Step 1

Pay registrations fees and purchase materials needed with the support of our Parent/Teacher Association

Person or Persons Responsible

Instructional coaches, Teachers

Target Dates or Schedule

By October 1, 2013

Evidence of Completion

Students' participation in district competitions

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Weekly meetings of each group of students with their school sponsor

Person or Persons Responsible

Teachers, Instructional coaches, Administrators

Target Dates or Schedule

On going until June 1, 2014

Evidence of Completion

Weekly meeting attendance, Competition registration

Plan to Monitor Effectiveness of G4.B1.S1

Weekly meeting attendance

Person or Persons Responsible

Teachers, Instructional coaches

Target Dates or Schedule

On going until June 1, 2014

Evidence of Completion

Weekly meeting attendance, Competition registration fee; team outcome during district competition

G5. To increase Parental Involvement by providing more opportunities for parents to participate in school events.

G5.B1 Ability to communicate with parents from different ethnic backgrounds

G5.B1.S1 Provide written and verbal communication in both English and Spanish

Action Step 1

Translation of all written and verbal communication sent home

Person or Persons Responsible

Support staff and Administrators

Target Dates or Schedule

Daily

Evidence of Completion

Copies of information sent home and Connect Ed messages

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Monthly review of communication notebook

Person or Persons Responsible

Administrators/Support Staff

Target Dates or Schedule

Daily

Evidence of Completion

Home communication notebook with all items sent home; connect ed messages

Plan to Monitor Effectiveness of G5.B1.S1

Copies of items sent home

Person or Persons Responsible

Administrators/Support Staff

Target Dates or Schedule

Daily

Evidence of Completion

Home communication notebook with all items sent home; connect ed messages

G6. To decrease the number of students missing 10 percent of available instructional time by providing phones calls to remind parents of attendance meetings.

G6.B1 Parents' attendance at Trunancy meetings

G6.B1.S1 Follow-up phone calls to parent about meeting time and date

Action Step 1

Pull weekly attendance report, send warning letters

Person or Persons Responsible

Registrar, support staff

Target Dates or Schedule

After meeting has been scheduled

Evidence of Completion

Phone call logs, Meeting notes

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Weekly monitoring of Attendance Reports. Warning Letters

Person or Persons Responsible

Teacher, Registrar, Social Work, Administrators, Guidance Counselor

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

Attendance Reports, Meeting Notes, Warning Letters

Plan to Monitor Effectiveness of G6.B1.S1

Attendance reports, Warning letters

Person or Persons Responsible

Teacher, Registrar, Social Work, Administrators, Guidance Counselor

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

Attendance reports, Meeting notes, Warning letters

G7. Decrease the number of students not proficient in reading by third grade by targeting identified third grade students to participate in extended learning opportunities.

G7.B1 Getting targeted students to stay after school for additional support.

G7.B1.S1 Personal phone calls to parents encouraging them to allow their children to stay after school for tutoring.

Action Step 1

Phone calls to parents

Person or Persons Responsible

Support Staff/Resource Teachers

Target Dates or Schedule

By October 15, 2013

Evidence of Completion

Number of targeted students participating in after school tutoring

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Student daily after school attendance

Person or Persons Responsible

Resource Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Daily after school roster/attendance

Plan to Monitor Effectiveness of G7.B1.S1

Student daily after school attendance

Person or Persons Responsible

Resource Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Daily after school roster/attendance

G8. Increase the number of students scoring proficient in Reading by providing rigorous standards based instruction including the six instructional shifts.

G8.B1 Implementation, with fidelity, of the new Journey's curriculum

G8.B1.S1 Grade level PLCs focused on the utilization of the Journey's curriculum components.

Action Step 1

Weekly grade level planning, PLC notes

Person or Persons Responsible

Teachers, Instructional Coaches, Principal, Assistant Principal

Target Dates or Schedule

Weekly, bi-weekly, monthly, quarterly

Evidence of Completion

Lesson plans

Facilitator:

Instructional coaches

Participants:

Classroom teachers

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Data meetings, PLC meeting notes

Person or Persons Responsible

Teachers, Instructional coaches, Principal, Assistant Principal

Target Dates or Schedule

Weekly, bi-weekly, monthly, quarterly

Evidence of Completion

Classroom walkthrough data

Plan to Monitor Effectiveness of G8.B1.S1

Lesson Plan Checks, Classroom walkthroughs, Student work samples, Student classroom and district assessments

Person or Persons Responsible

Teachers, Instructional coaches, Principal, Assistant Principal

Target Dates or Schedule

Weekly, bi-weekly, monthly, quarterly

Evidence of Completion

Classroom and district assessments

G8.B2 Providing teachers ongoing staff development to support Common Core implementation

G8.B2.S1 Provide the following staff development opportunities: Close Read Strategies, Text Complexity, Webb's Depth of Knowledge; Graphic Organizers

Action Step 1

Instructional Coaches will develop an agenda and lesson plan for staff development

Person or Persons Responsible

Instructional Coaches, Principal, Assistant Principal

Target Dates or Schedule

Weekly, Bi-weekly, Monthly, Quarterly

Evidence of Completion

Professional Development Protocol, Students Assessments

Facilitator:

Instructional Coaches

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Classroom Walkthroughs, Student Evidences

Person or Persons Responsible

Instructional Coaches, Principal, Assistant Principal

Target Dates or Schedule

Weekly, Bi-weekly, Monthly, Quarterly

Evidence of Completion

Professional Development Protocol, Students Assessments

Plan to Monitor Effectiveness of G8.B2.S1

Lesson Plan Checks, Classroom Walkthroughs, Student Work Samples

Person or Persons Responsible

Classroom Teachers, Instructional Coaches, Principal, Assistant Principal

Target Dates or Schedule

Weekly, Bi-weekly, Monthly, Quarterly

Evidence of Completion

Staff Development Protocol

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Fifth grade Florida Comprehensive Assessment Test math scores decreased by 10 percent last year. Title II resources will be used to strengthen Fifth grade math instruction by completing three Lesson Study cycles.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. To increase student proficiency in mathematics by utilizing concrete, abstract and representational instructional strategies and mathematical practices.

G1.B1 First year implementation of new math curriculum, Go Math

G1.B1.S1 The following ongoing staff development opportunities will be provided for teachers: Implementing Common Core Standards; Implementing the resources of the Go Math curriculum; Differentiated Instruction In Math; Implementing the 8 Mathematical Practices and Intervention and Enrichment Group Activities.

PD Opportunity 1

Develop staff development schedule and agendas

Facilitator

Instructional Coaches

Participants

Classroom Teachers

Target Dates or Schedule

By October 1, 2013

Evidence of Completion

Staff Development Protocol, Exit Slips

G2. To increase student proficiency in Science by providing more hands on labs experiences and inquiry based questioning

G2.B1 Adequate student exposure to hand on labs

G2.B1.S1 Incorporate at least two weekly labs into science lesson plans

PD Opportunity 1

Quarterly grade level planning of Science lessons with the Science Lab teacher

Facilitator

Science Lab teacher, Instructional coaches

Participants

Classroom teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plan, Classroom walkthroughs, FCIM mini assessments, Monthly science benchmarks, Classroom assessments

G2.B2 Teachers' knowledge base of the science curriculum

G2.B2.S1 Monthly staff development focusing on inquiry and hands on labs.

PD Opportunity 1

Develop an agenda and lesson plan for staff development

Facilitator

Instructional coaches, Science Lab teacher

Participants

Classroom teachers

Target Dates or Schedule

By October 1, 2013

Evidence of Completion

Staff development protocol, Exit slips

G3. Increase the number of students proficient in writing by increasing students' ability to provide supporting details, in their writing, and use of correct conventions.

G3.B1 Students' lack of use of supporting details and conventions

G3.B1.S1 Remediation and Intervention groups focused on the Writing Process

PD Opportunity 1

Data analysis using scoring rubric to build intervention groups

Facilitator

District and school coaches

Participants

Classroom teachers

Target Dates or Schedule

Weekly, bi-weekly, monthly

Evidence of Completion

District and classroom assessments

G8. Increase the number of students scoring proficient in Reading by providing rigorous standards based instruction including the six instructional shifts.

G8.B1 Implementation, with fidelity, of the new Journey's curriculum

G8.B1.S1 Grade level PLCs focused on the utilization of the Journey's curriculum components.

PD Opportunity 1

Weekly grade level planning, PLC notes

Facilitator

Instructional coaches

Participants

Classroom teachers

Target Dates or Schedule

Weekly, bi-weekly, monthly, quarterly

Evidence of Completion

Lesson plans

G8.B2 Providing teachers ongoing staff development to support Common Core implementation

G8.B2.S1 Provide the following staff development opportunities: Close Read Strategies, Text Complexity, Webb's Depth of Knowledge; Graphic Organizers

PD Opportunity 1

Instructional Coaches will develop an agenda and lesson plan for staff development

Facilitator

Instructional Coaches

Participants

Classroom Teachers

Target Dates or Schedule

Weekly, Bi-weekly, Monthly, Quarterly

Evidence of Completion

Professional Development Protocol, Students Assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To increase student proficiency in mathematics by utilizing concrete, abstract and representational instructional strategies and mathematical practices.	\$500
G4.	Increase the number of students participating in STEM activities by increasing the number of school STEM activities offered throughout the year.	\$600
Total		\$1,100

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Other	Total
General Budget	\$500	\$0	\$500
General	\$0	\$600	\$600
Total	\$500	\$600	\$1,100

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. To increase student proficiency in mathematics by utilizing concrete, abstract and representational instructional strategies and mathematical practices.

G1.B2 Students' lack of math fact fluency

G1.B2.S1 School wide use of Moby Math to increase student math fact fluency

Action Step 1

Have students complete the pre-assessment for placement into the program

Resource Type

Technology

Resource

Computer program that focuses on both ELA and Mathametical skills.

Funding Source

General Budget

Amount Needed

\$500

G4. Increase the number of students participating in STEM activities by increasing the number of school STEM activities offered throughout the year.

G4.B1 Funding to purchase materials and to cover program participation fees

G4.B1.S1 Level 4 and 5 students will participate in Future Problem Solvers and Science and Math Olympiad competitions.

Action Step 1

Pay registrations fees and purchase materials needed with the support of our Parent/Teacher Association

Resource Type

Other

Resource

Mathematics, science and problems solving learning that develops students' ability to think critically.

Funding Source

General

Amount Needed

\$600