



## Endeavor Elementary

13501 BALCOMBE RD, Orlando, FL 32837

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
54%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
75%

### School Grades History

| Year  | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | A       | A       | A       | A       |

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

| DA Category | Region            | RED                           |
|-------------|-------------------|-------------------------------|
| Not In DA   | 3                 | <a href="#">Ella Thompson</a> |
| Former F    | Turnaround Status |                               |
| No          |                   |                               |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

To lead our students to success with the support and involvement of families and the community.

##### **Provide the school's vision statement**

To be the top producer of successful students in the nation.

#### School Environment

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

Endeavor Elementary remains abreast of student's cultures and builds relationships between teachers and students through school to home connections. Conference nights, report card conference nights and parent conferences scheduled as needed are used to facilitate student academic and social progress. Parental involvement activities including Meet the Teacher, Open House, School Advisory Committee, PTA Board Meetings, Grade level performances, Muffins with Moms, Donuts with Dads, Mother/Son Event, Father/Daughter Dance, Fall Festival, Multicultural Night and Science/Stem Night. Monthly grade level newsletters, memos and ConnectEd calls are delivered in English and Spanish also serve to provide cultural information and build relationships between teachers and students.

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

Endeavor Elementary creates a safe and respectful environment by promoting leadership and staff visibility, positive teacher student relationships, providing a nurturing atmosphere, setting clear and consistent expectations for behavior.

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

Endeavor Elementary utilizes a schoolwide discipline plan and the "Student Code of Conduct" to aid in minimizing distractions during instructional time. The Endeavor Elementary plan includes clear behavioral expectations and established protocols for arrival, dismissal, assemblies, field trips, cafeteria, hallways, classrooms, playground, media center and travel via bus. Training for school personnel to ensure the system is fairly and consistently enforced is held during the week of preplanning for all instructional and classified staff and is facilitated by the school counselor. Schoolwide expectations for students are reviewed during the first week of school, each nine weeks. "Give Me 5" Rules is the common language used in all classrooms and common areas.

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

Endeavor Elementary ensures the social-emotional needs of all students are being met by delivering a developmental comprehensive guidance program under the direction of the staffing coordinator and guidance counselor. The counselor and staffing coordinator are instrumental in helping students



understand and accept themselves, develop a sense of responsibility, and become competent decision-makers. The school counselor and staffing coordinator are available to speak with students about issues related to depression, anxiety, acting-out behaviors, trouble getting along with others, in addition to other social emotional concerns that may arise. Staff members frequently collaborate with the counselor and/or staffing coordinator to discuss concerns about a student/group of students, and decide if counseling is necessary.

**Early Warning Systems**

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

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

Endeavor Elementary uses the monitoring of truancy to identify students who have attendance below the 90 percentile. The registrar pulls a weekly attendance report and shares with the Assistant Principal and guidance counselor. She also sends 5 days warning letters and schedules truancy meetings after 10 absences. The school social worker attends the meetings and academics are also discussed. Parents who repeatedly refuse to attend scheduled meetings receive phone calls and visits from the social worker.

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

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

| Indicator                       | Grade Level |   |   |    |    |    | Total |
|---------------------------------|-------------|---|---|----|----|----|-------|
|                                 | K           | 1 | 2 | 3  | 4  | 5  |       |
| Attendance below 90 percent     | 9           | 2 | 2 | 3  | 5  | 6  | 27    |
| One or more suspensions         | 0           | 0 | 0 | 0  | 2  | 1  | 3     |
| Course failure in ELA or Math   | 0           | 0 | 4 | 2  | 9  | 6  | 21    |
| Level 1 on statewide assessment | 0           | 0 | 0 | 13 | 19 | 11 | 43    |

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

| Indicator                                  | Grade Level |   |   | Total |
|--|-------------|---|---|-------|
|  | 3           | 4 | 5 |       |
| Students exhibiting two or more indicators | 2           | 7 | 3 | 12    |

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

In addition to classroom interventions, students are also provided before and after school tutoring in reading and math. Students' academic performance, behavior and attendance is monitored quarterly and their parents are required to attend report card conferences after each marking period.

**Family and Community Involvement**

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

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 the parents of our English Language Learners, all written and verbal communication from the school is translated into Spanish.

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

Endeavor Elementary builds and sustains partnerships by maintaining and securing relationships with area businesses and organizations in order to enhance student learning and promote school improvement. A needs assessment based on student/school needs is conducted through observations and leadership meetings to determine the appropriate resources needed: academic, tangible/in-kind donations or volunteer efforts. Local community businesses are identified and reciprocal activities are established. Resources and/or volunteer hours are provided thereafter. To sustain the partnerships, the Partners in Education Coordinator annually renews the partnerships, extends invitations to the partners to attend appropriate school activities as well as supports activities the partnering business may host within their organization during the academic year.

**Effective Leadership**

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

**School Leadership Team**

**Membership**

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

| Name              | Title               |
|-------------------|---------------------|
| Jenkins, Sharon   | Principal           |
| Hargrett, Nicole  | Assistant Principal |
| Jackson, TracyAnn | Other               |
| Young, Linda      | Other               |
| Huertas, Zaida    | Guidance Counselor  |
| Toledo, Jessica   | Other               |

**Duties**

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

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, work with staff members collaboratively to analyze data and make adjustments to the curriculum as needed, 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.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

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.

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

### **School Advisory Council (SAC)**

**Membership**

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

| Name             | Stakeholder Group          |
|------------------|----------------------------|
| Eslinda Ross     | Parent                     |
| Ron Zupa         | Parent                     |
| Carolyn Batista  | Business/Community         |
| Deborah Brown    | Parent                     |
| Carolyn Desisure | Parent                     |
| Sharon Jenkins   | Principal                  |
| Janice Sherman   | Teacher                    |
| Fannie Orgando   | Teacher                    |
| Maxine Byrnes    | Education Support Employee |
| Darlene Waters   | Teacher                    |

**Duties**

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

*Evaluation of last year's school improvement plan*

The School Advisory Council will assist the principal in the evaluation of the school improvement plan and budget. Based on data reviewed, the SAC will assist in creating the new School Improvement Plan goals and objectives.

*Development of this school improvement plan*

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 from last year's parent and student surveys, the SAC will assist in creating the School Improvement Plan goals for the upcoming year.

*Preparation of the school's annual budget and plan*

The School Advisory Council will review the budget and make recommendations to the school principal as to how the funds should be allocated to assist with student growth.

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

Last year we sent \$7,500, of school improvement funds, to purchase student computers as we continue to upgrade our technology throughout the school. We project to spend an additional \$4,000.00 on computer hardware this upcoming school year.

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

Yes

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

**Literacy Leadership Team (LLT)**

## Membership

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

| Name              | Title               |
|-------------------|---------------------|
| Jenkins, Sharon   | Principal           |
| Young, Linda      | Other               |
| Hargrett, Nicole  | Assistant Principal |
| Jackson, TracyAnn | Instructional Coach |
| Huertas, Zaida    | Guidance Counselor  |
| Toledo, Jessica   | Other               |

## Duties

### ***Describe how the LLT promotes literacy within the school***

The Literacy Leadership team will assist with the planning, development and positive promotion of reading throughout our school and community. The team will coordinate and promote the following program and activities: Accelerated Reader program by providing school wide incentives; Istation, MobyMax. These programs will all be used to promote reading and support students reading ability and comprehension skills. The following activities will also support literacy in our school: Family Literacy Night, Literacy Week, Fall/Spring Book Fairs. We also promote the reading of Sunshine State Readers and Young Readers Books. Summer reading is promoted by encouraging students to participate in the district's Summer Reading Challenge.

## Public and Collaborative Teaching

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

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

Endeavor Elementary encourages positive working relationships between teachers by providing collaborative planning and instruction through weekly Professional Learning Community (PLC's), team, data and lesson study meetings. Collaborative planning for rigorous instruction and to improve upon grade level activities will encourage individual levels of commitment, require increased energy levels and motivation.

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

Endeavor's strategies to recruit and retain teachers include providing support through the following supporting activities: grade level PLCs; common grade level planning; weekly professional development opportunities; participation in lesson study and pairing with a mentor teacher.

### **Describe the school's teacher mentoring program, including the rationale for pairings and 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.

## Ambitious Instruction and Learning

## Instructional Programs and Strategies

### Instructional Programs

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

### Instructional Strategies

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

School data is analyzed on a continuous basis to ensure that all students are progressing academically. Teachers and administrators collaborate bi-weekly to review data. Students needing interventions and enrichment are identified by analyzing the data. Students in need of Tier II interventions are provided with a small group setting during the intervention block. Students identified for enrichment are provided enrichment activities during the intervention block. Students who scored Level 4 and 5 on the FCAT math also receive weekly enrichment opportunities within the gifted classroom. Students who continue to struggle then receive Tier III interventions. Tier III interventions are provided on a one-on-one basis daily.

#### ***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** After School Program

**Minutes added to school year:** 2,400

Identified Level I and Level II students will be targeted to participate in after school tutoring two days per week, starting October 13, 2014 - March 17, 2015. Tutors will focus on reading one day and math the other day. Tutors will provide one half hour of direct instruction and one half hour of computer instruction using I Ready, a diagnostic individualized tutorial program.

#### ***Strategy Rationale***

Student will be provided additional support and time to master reading and math skills.

#### ***Strategy Purpose(s)***

- Core Academic Instruction

#### ***Person(s) responsible for monitoring implementation of the strategy***

Hargrett, Nicole, nicole.hargrett@ocps.net

#### ***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Bi-weekly students assessment data will be used to inform instruction.

## Student Transition and Readiness

### PreK-12 Transition



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

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

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. Our guidance counselor works with students transitioning to middle school to coordinate scheduling, middle school visits and orientation nights.

### **College and Career Readiness**

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

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 into their specialties. Through career exploration activities, a students' course of study is designed to be personally meaningful and supportive of their future plans.

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

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.

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

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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** Teachers will provide rigorous, standards based instruction in the content areas of reading and mathematics.
- G2.** Teachers will provide more hands-on lab experiences and inquiry based questioning during Science instruction.

## Strategic Goals Detail

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



**G1. Teachers will provide rigorous, standards based instruction in the content areas of reading and mathematics.** 1a

G037450

**Targets Supported** 1b

| Indicator                  | Annual Target |
|----------------------------|---------------|
| AMO Reading - Hispanic     | 83.0          |
| AMO Reading - All Students | 83.0          |
| AMO Reading - ELL          | 78.0          |
| AMO Reading - SWD          | 65.0          |
| AMO Math - All Students    | 89.0          |
| AMO Math - ED              | 84.0          |
| AMO Math - ELL             | 89.0          |
| AMO Math - Hispanic        | 89.0          |

**Resources Available to Support the Goal** 2

- Florida Standards and Test Item Specifications
- Marzano Instructional Framework
- Journey's Curriculum
- CPalms
- Safara Montage
- I Station
- I Ready
- Measurement Topic Plans
- Go Math Curriculum

**Targeted Barriers to Achieving the Goal** 3

- Lack of teacher capacity when implementaing the new Florida Standards and the depth of knowledge that the standard requires
- Inconsistent use of rigorous instructional strategies during ELA lesson delivery

**Plan to Monitor Progress Toward G1.** 8

Lesson plan checks, classroom observations, student work samples,

**Person Responsible**

Sharon Jenkins

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Student classroom and district assessments

**G2.** Teachers will provide more hands-on lab experiences and inquiry based questioning during Science instruction. 1a

G048761

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 77.0          |

**Resources Available to Support the Goal** 2

- FCAT Explorer
- Science Fusion Curriculum
- Essentials Labs
- Snapshots
- AIMS Materials
- FOCUS

**Targeted Barriers to Achieving the Goal** 3

- Student's lack of exposure to hands on labs and Stem activities

**Plan to Monitor Progress Toward G2.** 8

Classroom Assessment., Benchmark assessments, Common Assessments, Lesson Plans

**Person Responsible**

Sharon Jenkins

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Student Assessments, Classroom Walkthroughs

## Action Plan for Improvement

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

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Teachers will provide rigorous, standards based instruction in the content areas of reading and mathematics. **1**

 G037450

**G1.B1** Lack of teacher capacity when implementaing the new Florida Standards and the depth of knowledge that the standard requires **2**

 B089986

**G1.B1.S1** Provide ongoing professional development focused on deconstructing the Stardards **4**

 S100731

### Strategy Rationale

Increase teacher knowledge of the standard and depth of knowledge associated with the standard

### Action Step 1 **5**

Instructional Coaches will develop a monthly staff development calendar

#### Person Responsible

TracyAnn Jackson

#### Schedule

Monthly, from 8/18/2014 to 5/29/2015

#### Evidence of Completion

Professional Development Protocol, Classroom Walkthroughs

**Action Step 2** 5

The coaching model will be used to support teachers and help them grow professionally

**Person Responsible**

Sharon Jenkins

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Professional Development Protocol, Classroom Walkthroughs

**Action Step 3** 5

Teachers will implement the standards with the correct depth of knowledge

**Person Responsible**

Sharon Jenkins

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Professional Development Protocol, Lesson Plans, Classroom Walkthroughs

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Lesson Plan checks, classroom walkthroughs

**Person Responsible**

Sharon Jenkins

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Lesson plans, learning goals and scales

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Formative assessment data

**Person Responsible**

Sharon Jenkins


**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Student work samples, common assessment results

**G1.B1.S2** Provide professional development focused on the 60 minute math block including whole group and small group instruction 4

 S154564

**Strategy Rationale**

Teachers use student assessment data to provide differentiated instruction during the math block

**Action Step 1** 5

Provide monthly math professional development opportunities that are focused on differentiated instruction.

**Person Responsible**

TracyAnn Jackson

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Professional Development Protocol, Classroom Walkthroughs

**Action Step 2** 5

Develop and adjust monthly professional calendar based on walkthrough trends

**Person Responsible**

Sharon Jenkins

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Staff Development Protocol, Lesson Plans, Classroom Walkthrough Data

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Administrators will observe professional development trainings.

**Person Responsible**

Sharon Jenkins

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Lesson Plans, Classroom Walkthrough Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Coaches will be provided ongoing feedback from administration and district coaches.

**Person Responsible**

Sharon Jenkins


**Schedule**

Monthly, from 8/18/2014 to 5/29/2015


**Evidence of Completion**

iObservation Data

**G1.B3** Inconsistent use of rigorous instructional strategies during ELA lesson delivery **2**

 B120192

**G1.B3.S1** Providing teachers with ongoing staff development in the effective use of Marzano strategies with emphasis on the super 7 **4**

 S132614

**Strategy Rationale**

Teachers will embed use of the strategies in their lesson planning and lesson delivery.

**Action Step 1** **5**

Provide ongoing Marzano professional development and individualized coaching support to assist all teachers in the implementation of the Marzano super 7 instructional strategies.

**Person Responsible**

TracyAnn Jackson

**Schedule**

Monthly, from 8/11/2014 to 5/29/2015

**Evidence of Completion**

Professional Development calendar

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** **6**

Administrator will observe professional development training and classroom instruction

**Person Responsible**

Sharon Jenkins

**Schedule**

Monthly, from 8/11/2014 to 5/29/2015

**Evidence of Completion**

Observation data

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

Administration and coaches will provide feedback

**Person Responsible**

Sharon Jenkins

**Schedule**

Monthly, from 8/11/2014 to 5/29/2015


**Evidence of Completion**

Student achievement data and instructional observation data


**G2.** Teachers will provide more hands-on lab experiences and inquiry based questioning during Science instruction. 1

 G048761

**G2.B1** Student's lack of exposure to hands on labs and Stem activities 2

 B121729

**G2.B1.S1** Teachers will provide a minimum of two hands on labs per week 4

 S133690

**Strategy Rationale**

Increased student exposure to hands on labs will help students with the application of their knowledge on assessments.

**Action Step 1 5**

Provide support and resources for lab activities

**Person Responsible**

Nicole Hargrett

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Lesson Plans, Classroom Walkthroughs



**Plan to Monitor Fidelity of Implementation of G2.B1.S1 6**

Lesson plans, classroom walkthroughs

**Person Responsible**

Sharon Jenkins

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Student science journals, student assessment data

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Student performance on pre/post Focus assessments

**Person Responsible**

Sharon Jenkins

**Schedule**

Quarterly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Teacher tracking of progress on Focus assessments

**Appendix 1: Implementation Timeline**

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

| Source      | Task, Action Step or Monitoring Activity   | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion                     | Due Date/ End Date |
|-------------|--|-------------------|-------------------------------|---|--------------------|
| G1.B1.S1.A1 | Instructional Coaches will develop a monthly staff development calendar  | Jackson, TracyAnn | 8/18/2014                     | Professional Development Protocol, Classroom Walkthroughs | 5/29/2015 monthly  |
| G1.B3.S1.A1 | Provide ongoing Marzano professional development and individualized coaching support to assist all teachers in the implementation of the Marzano super 7 instructional strategies. | Jackson, TracyAnn | 8/11/2014                     | Professional Development calendar                         | 5/29/2015 monthly  |
| G2.B1.S1.A1 | Provide support and resources for lab activities   | Hargrett, Nicole  | 8/18/2014                     | Lesson Plans, Classroom Walkthroughs                      | 5/29/2015 weekly   |
| G1.B1.S2.A1 | Provide monthly math professional development opportunities that are focused on differentiated instruction.  | Jackson, TracyAnn | 8/18/2014                     | Professional Development Protocol, Classroom Walkthroughs | 5/29/2015 monthly  |
| G1.B1.S1.A2 | The coaching model will be used to support teachers and help them grow professionally  | Jenkins, Sharon   | 8/18/2014                     | Professional Development Protocol, Classroom Walkthroughs | 5/29/2015 weekly   |

| Source       | Task, Action Step or Monitoring Activity   | Who             | Start Date (where applicable) | Deliverable or Evidence of Completion                                   | Due Date/ End Date  |
|--------------|--|-----------------|-------------------------------|---|---------------------|
| G1.B1.S2.A2  | Develop and adjust monthly professional calendar based on walkthrough trends           | Jenkins, Sharon | 8/18/2014                     | Staff Development Protocol, Lesson Plans, Classroom Walkthrough Data    | 5/29/2015 monthly   |
| G1.B1.S1.A3  | Teachers will implement the standards with the correct depth of knowledge              | Jenkins, Sharon | 8/18/2014                     | Professional Development Protocol, Lesson Plans, Classroom Walkthroughs | 6/4/2015 daily      |
| G1.MA1       | Lesson plan checks, classroom observations, student work samples,                      | Jenkins, Sharon | 8/18/2014                     | Student classroom and district assessments                              | 5/29/2015 weekly    |
| G1.B1.S1.MA1 | Formative assessment data  | Jenkins, Sharon | 8/18/2014                     | Student work samples, common assessment results                         | 5/29/2015 weekly    |
| G1.B1.S1.MA1 | Lesson Plan checks, classroom walkthroughs   | Jenkins, Sharon | 8/18/2014                     | Lesson plans, learning goals and scales                                 | 5/29/2015 weekly    |
| G1.B3.S1.MA1 | Administration and coaches will provide feedback                                       | Jenkins, Sharon | 8/11/2014                     | Student achievement data and instructional observation data             | 5/29/2015 monthly   |
| G1.B3.S1.MA1 | Administrator will observe professional development training and classroom instruction | Jenkins, Sharon | 8/11/2014                     | Observation data  | 5/29/2015 monthly   |
| G1.B1.S2.MA1 | Coaches will be provided ongoing feedback from administration and district coaches.    | Jenkins, Sharon | 8/18/2014                     | iObservation Data   | 5/29/2015 monthly   |
| G1.B1.S2.MA1 | Administrators will observe professional development trainings.                        | Jenkins, Sharon | 8/18/2014                     | Lesson Plans, Classroom Walkthrough Data                                | 5/29/2015 monthly   |
| G2.MA1       | Classroom Assessment., Benchmark assessments, Common Assessments, Lesson Plans         | Jenkins, Sharon | 8/18/2014                     | Student Assessments, Classroom Walkthroughs                             | 5/29/2015 monthly   |
| G2.B1.S1.MA1 | Student performance on pre/post Focus assessments                                      | Jenkins, Sharon | 8/18/2014                     | Teacher tracking of progress on Focus assessments                       | 5/29/2015 quarterly |
| G2.B1.S1.MA1 | Lesson plans, classroom walkthroughs   | Jenkins, Sharon | 8/18/2014                     | Student science journals, student assessment data                       | 5/29/2015 monthly   |

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Teachers will provide rigorous, standards based instruction in the content areas of reading and mathematics.

**G1.B1** Lack of teacher capacity when implementaing the new Florida Standards and the depth of knowledge that the standard requires

**G1.B1.S1** Provide ongoing professional development focused on deconstructing the Standards

### **PD Opportunity 1**

Instructional Coaches will develop a monthly staff development calendar

#### **Facilitator**

Instructional Coaches

#### **Participants**

Classroom teachers

#### **Schedule**

Monthly, from 8/18/2014 to 5/29/2015

### **PD Opportunity 2**

The coaching model will be used to support teachers and help them grow professionally

#### **Facilitator**

Instructional coaches

#### **Participants**

Classroom teachers

#### **Schedule**

Weekly, from 8/18/2014 to 5/29/2015

### PD Opportunity 3

Teachers will implement the standards with the correct depth of knowledge

#### Facilitator

Instructional coaches

#### Participants

Classrooms teachers

#### Schedule

Daily, from 8/18/2014 to 6/4/2015

**G1.B1.S2** Provide professional development focused on the 60 minute math block including whole group and small group instruction

### PD Opportunity 1

Provide monthly math professional development opportunities that are focused on differentiated instruction.

#### Facilitator

Instructional Coaches

#### Participants

Classroom Teachers

#### Schedule

Monthly, from 8/18/2014 to 5/29/2015

### PD Opportunity 2

Develop and adjust monthly professional calendar based on walkthrough trends

#### Facilitator

Instructional Coaches

#### Participants

Classroom Teachers

#### Schedule

Monthly, from 8/18/2014 to 5/29/2015

**G1.B3** Inconsistent use of rigorous instructional strategies during ELA lesson delivery

**G1.B3.S1** Providing teachers with ongoing staff development in the effective use of Marzano strategies with emphasis on the super 7

**PD Opportunity 1**

Provide ongoing Marzano professional development and individualized coaching support to assist all teachers in the implementation of the Marzano super 7 instructional strategies.

**Facilitator**

Linda Young and TracyAnn Jackson

**Participants**

Classroom Teachers

**Schedule**

Monthly, from 8/11/2014 to 5/29/2015

**G2.** Teachers will provide more hands-on lab experiences and inquiry based questioning during Science instruction.

**G2.B1** Student's lack of exposure to hands on labs and Stem activities

**G2.B1.S1** Teachers will provide a minimum of two hands on labs per week

**PD Opportunity 1**

Provide support and resources for lab activities

**Facilitator**

Instructional coaches

**Participants**

Classroom teachers

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

| Description  | Total      |
|--|------------|
| <b>Goal 1:</b> Teachers will provide rigorous, standards based instruction in the content areas of reading and mathematics.  | 100        |
| <b>Goal 2:</b> Teachers will provide more hands-on lab experiences and inquiry based questioning during Science instruction. | 300        |
| <b>Grand Total</b>   | <b>400</b> |

### Goal 1: Teachers will provide rigorous, standards based instruction in the content areas of reading and mathematics.

| Description         | Source       | Total      |
|---------------------|--------------|------------|
| B1.S1.A1            | General Fund | 100        |
| <b>Total Goal 1</b> |              | <b>100</b> |

### Goal 2: Teachers will provide more hands-on lab experiences and inquiry based questioning during Science instruction.

| Description         | Source       | Total      |
|---------------------|--------------|------------|
| B1.S1.A1            | General Fund | 300        |
| <b>Total Goal 2</b> |              | <b>300</b> |