Seminole County Public Schools

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

www.scps.k12.fl.us

Endeavor School

School Improvement Plan 2021-2022

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 Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. 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.

School Information

Provide the school's mission statement

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

Provide the school's vision statement

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

Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.

School administration reaches out to each and every parent at the beginning of the year to request and recruit involvement in the School Advisory Committee (SAC). Any and all parents and guardians that indicate a desire to participate in SAC are allowed and encouraged to do so. School administration also reaches out to community members for input and support. Any and all community members that wish to participate and support are also allowed and encouraged to do so. All members and non-members that attend SAC meetings have the opportunity to provide input in developing this plan. No one on any level or position are prevented from involvement and providing input.

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.

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC, (6) inviting families to attend meetings and participate in school related events, (7) using multiple genres of social networking, (8) advertising events through school communicators, (9) and numerous other out-reach strategies developed by school staff.

Supportive Environment

Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (e.g. PBS supports)

Endeavor School serves students with significant emotional and behavioral challenges. The foundation of everything we do is built by building relationships and trust with students and the staff that serve them. There is a consistent and constant focus in this area. Endeavor provides a very small staff to student ratio, and thus, we have the opportunity to work very closely with our students and families to provide the unconditional support and interventions needed to build the academic and emotional skills our students need to be successful and happy. Many of our students never experienced school success prior to coming to us. Through this extensive support system our students learn to trust and begin having school success academically and behaviorally. The result of this success are students that enjoy coming to school, possibly for the first time. This positive attitude and trust is infectious and results in a positive school culture and environment.

Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Staff: Endeavor School serves students with significant emotional and behavioral challenges. All of the staff (administration, teachers, support personnel, office, custodial, etc.) at Endeavor fully understand this challenge and provide the support, trust building, interventions, and relationships needed to foster the academic and behavioral success of our students. Students: Over the course of time our students learn how to have positive relationships and trust the adults at the school who support them. Students often become leaders on the campus once this has been established and support and promote a positive culture and environment for newer students still becoming acclimated with the school and staff. Families: Building trust and relationships with families is just as important as it is with students. Staff at Endeavor provide daily communication with families and are constantly encouraging and coaching family members on how we can work together as a team to provide consistency of expectations, rewards, and consequences between school and home. These relationships result in great support from most of our parents and lead to student success that positively impacts the school culture and environment.

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

Endeavor students gain primary access to social-emotional needs through the implementation of the Individualized Education Plan (IEP). Students also have access to support from adults through low student - teacher ratios in each class. Every class has a teacher and paraprofessional. This access is strengthened by the relationships fostered through continued conversations about expectations and behavioral feedback from staff to students. Endeavor students also have staff dedicated to helping them from a counseling perspective as we employ a certified clinical social worker and psychologist who keeps documentation of their time with students and works to build a rapport with students on a personal level to ensure that students have an adult they feel comfortable with when discussing any types of concerns. Endeavor students can also request to speak with any specific staff member regarding any concerns or issues they are having. Endeavor's Social Worker also works with and families that are in need. Professional Development will also be provided throughout the year that will focus on trauma related issues, mental health and Autism Spectrum challenges, developing a common language for intervention, and best instructional practices.

Describe the school's early warning system/school wide tiered model and provide a list of the early warning indicators used in the system. This list shall include the following: Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension One or more suspensions, whether in school or out of school Behavior Course failure in English Language Arts or mathematics during any grading period A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.

Endeavor School's Social Worker monitors attendance for every student. Specific procedures are in place to identify and address attendance issues as they arise. These procedures include daily phone calls to inquire about absences, letters generated and sent home, meetings scheduled and conducted for the purpose of intervention and support, and truancy referrals when necessary. All students suspensions are reviewed by administration and Manifestation Meetings and case reviews are conducted on an as needed basis. Student behavior is tracked , documented, and communicated with the home on a daily basis. Behavior Intervention Plans, as well as group and individualized interventions and behavioral goals are reviewed regularly and adjustments made as needed. Daily and weekly positive reinforcement is in place to recognize and reinforce student progress. Student performance in ELA and Math is consistently monitored throughout the year by teachers and administration. Any students that are level one in ELA or Math of the state assessment, or have failed, or are in jeopardy of failing, are provided the opportunities for extra intervention and support in the deficient areas.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Paul Harshman	Principal	paul_harshman@scps.k12.fl.us	Principal
Kawanya Benjamin	Assistant Principal	kawanya_isom@scps.k12.fl.us	Assistant Principal
Carissa Curran	Assistant Principal	carissa_curran@scps.k12.fl.us	Assistant Principal
Regina Whyte	Mental Health Counselor	regina_whyte@scps.k12.fl.us	Mental Health and Guidance Counseling, Individual Education Plans, Behavior Intervention Plans, Evaluations
Hannah Williamson	Teacher	conradhz@scps.k12.fl.us	Teacher Leader
Tamicka Merthie	Teacher	tamicka_merthie@scps.k12.fl.us	Teacher Leader
Matthew Tomaszewski	Teacher	tomaszmz@scps.k12.fl.us	Teacher Leader

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Carissa Curran	Assistant Principal	carissa_curran@scps.k12.fl.us	curriculum and instruction support
Elyse Hayslip	Reading Teacher	Haysliez@scps.k12.fl.us	reading intervention and support
Hanna Williamson	Elementary Teacher	conradz@scps.k12.fl.us	elementary teacher
Rushelle Sizemore	Elementary Teacher	sizemorz@scps.k12.fl.us	elementary teacher

Public and Collaborative Teaching

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

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

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or EPI (Educator Preparation Institute) mentor, he or she is working with an individual who has been trained by our county and its partners to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before. Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

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.

Our school annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet the achievement needs of students in each subgroup, at-risk of not meeting State Standards, and those needing enriched and accelerated curriculum. For Title I schools, data are reviewed and funds are used to provide supplemental staff and support improved instruction and evidence-based interventions; small group instruction, guided reading, utilizing manipulatives, and more. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching are provided to schools. In addition, the school district coordinates IDEA and Title I funds to ensure the gap between special education students and other student groups is reduced. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

Student Transition and Readiness

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

Students are supported entering Endeavor School with communication from guidance, administration and IEP team members to ensure students are appropriately placed according to their needs for services and accommodations. Due to our standing as a "separate day school" students have constant transition to our school as an accommodation, and transition from our school as a goal known as mainstreaming. Mainstreaming is the process that allows our students to demonstrate proficiency of emotional and behavioral expectations to transition them to their zoned school. This process involves consistent evaluation and communication from all parties involved and provides support for students in various transitional settings.

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

Each students IEP team reviews transitions assessments for courses necessary to meet their post-secondary outcome goals. Students also participate in transition activities during career preparation classes such as goal setting, effective communication, and career planning. Additionally, 12th grade students participate in a transition meeting in the spring semester with a Vocational Rehabilitation Representative and/or a college/vocational representative of their choice to assist with post-secondary transition. Administration meets individually with each student in the 10th-12th grade to discuss their college and career options. Additionally, they review student transcripts to make certain they are on target to graduate on time. Administration meets regularly with students through a credit check process in which they analyze courses taken, set goals for future courses, and provide them with guidance on possible career paths. Endeavor students are invited to attend their zone high school's College Information Night, Financial Aid Night, Advanced Placement Information Night, 9th Grade Curriculum Night, and The Many Looks of College Night which all provide students with information on the many possibilities their future may hold. The district also holds an annual Transition Fair for ESE students.

Identify the career and technical education programs available to students and industry or community organizations.

Administration and staff review course requirements for college and vocational readiness needed for each standard diploma option for high school graduation. Teachers attend curriculum and career focused workshops and conferences to make their specific courses rigorous and relevant. Counselors work with students to help make the connection between their courses and post-secondary education and workforce readiness. Counselors provide opportunities and encourage student participation in PSAT and SAT testing to further promote student awareness and preparation for their future endeavors. In addition, students who mainstream and are enrolled in Career and Technical Education courses at the regular high schools participate in Career and Professional Education (CAPE) Academies where they work in conjunction with another content area curriculum to develop and complete a cross-cultural project.

Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

A.   Lessons aligned to Florida Standards at the appropriate level of complexity
B.   Ongoing feedback loop between leadership and teacher, students and teachers and student with students
C.   PLC focused on data, instructional planning and student evidence of learning

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

ELA			Math			5 Essentials		
Indicators (Actual)	Strategic Plan	Target	Indicators	Strategic Plan	Target	Indicators	Strategic Plan	Target
Learning Gains	B.1.1	95	Learning Gains	B.1.1	95	5E_SM_Classroom Rigor	B.1.1	70
Learning Gains of the Low 25%	B.1.1	95	Learning Gains of the Low 25%	B.1.1	95	5E Ambitious Instruction	B.1.1	70
Learning Gains for High 1 levels	B.1.1	95	Learning Gains for High 1 levels	B.1.1	95	5E Collaborative Teachers	B.1.1	70
Learning Gains for High 2 levels	B.1.1	95	Learning Gains for High 2 levels	B.1.1	95			
Learning Gains for Low 3 levels	B.1.1	95	Learning Gains for Low 3 levels	B.1.1	95			
Learning Gains for sub group: Black	B.1.1	95	Learning Gains for sub group: Black	B.1.1	95			
Learning Gains for sub group: Hispanic	B.1.1	95	Learning Gains for sub group: Hispanic	B.1.1	95			
Learning Gains for sub group: White	B.1.1	95	Learning Gains for sub group: White	B.1.1	95			
Learning Gains for sub group: Mul	B.1.1	95	Learning Gains for sub group: Mul	B.1.1	95			
Learning Gains for sub group: SWD	B.1.1	95	Learning Gains for sub group: SWD	B.1.1	95			
Learning Gains for sub group: FRL	B.1.1	95	Learning Gains for sub group: FRL	B.1.1	95			
Learning Gains for sub group: ELL	B.1.1	95	Learning Gains for sub group: ELL	B.1.1	95			

Essential Instructional Priority 1 – Quality Instruction

Action Plans

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Student owned progress monitoring	Students, Teachers, Paraprofessionals	Ongoing	N	Baseline, Quarterly, Mid-Year, End of Year	Student Data Notebooks and Tracking Charts
Provide teachers with ongoing instructional feedback resulting from regular classroom observations.	Administration, Peer Teachers	Ongoing	N	Ongoing	iObservation Feedback Reports
Provide ongoing professional development for all staff that focuses on the Art and Science of Teaching, Project based and high engagement learning, and instructional best practices.	Administration	Ongoing	Y	Monthly	PD sign in sheets and learning logs.
Provide ongoing professional development that focuses on best practices for behavioral intervention and classroom management.	Administration, Behavior Support Staff	Ongoing	Y	Monthly	PD sign in sheets and learning logs.
Facilitate Professional Learning Communities that focus on trauma informed care, restorative practices, and the effectiveness of intervention plans.	Administration, Behavior Support Staff	Ongoing	Y	Weekly	PLC sign in sheets

Explore, develop, and implement new technology to enhance instruction, engage students in academics, gather information, and communicate knowledge.	Teachers	Ongoing	N	Ongoing	Deliverable
Develop and review a plan to coordinate the use of allowable accommodations as outlined in each student's Individual Education Plan.	Guidance, Teachers	Annual	N	Annual	Individual Education Plans, Student Study Team Documentation

Endeavor Essential Instructional Priorities

Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

A.   Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
B.   Development of a student centered culture
C.   Continued focus on campus safety and building a culture of respect
D.   Sharing collective responsibility for the success of all students in the school

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	70
5E_SE_Safety	D.1	70
5E_SE_Academic Personalism	D.3	70
5E_SE_Student-Teacher Trust	D.3	70

Indicators	Strategic Plan	Target
5E_CT_Collective Responsibility	B.1.1	90

Essential Instructional Priority 2 – Conditions for Learning

Action Plans

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Attendance Monitoring	Guidance, Social Worker, Teachers, Administration	ongoing	N	Daily	Skyward Attendance, EdInsight, Truancy Letters, Conference Notes
Provide daily communication and monitoring of student academic and behavioral performance.	Teachers, Paraprofessionals, Administration, Support Staff	Ongoing	N	Daily	Intervention reports, point sheets, edinsight call documentation
Conduct regular emergency (fire, inclement weather, code red/yellow) drills to ensure to ensure procedures and rehearsed and followed.	Administration	Ongoing	N	Monthly	Emergency Drill Logs

Topic Item	Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Emergency Protocols	Conduct regular emergency (fire, inclement weather, code red/yellow) drills to ensure procedures are rehearsed and followed.	All Staff	Ongoing	Y	Monthly	Emergency Drill Logs
Student Performance - Academic	Provide daily communication and monitoring of student academic performance.	Teachers, Paraprofessionals	Daily	N	Daily	Point Sheets, Phone Logs, E-mail
Student Performance - Behavioral	Provide daily communication and monitoring of student behavioral performance.	Teachers, Paraprofessionals, Guidance, Administration , Support Staff	Daily	N	Daily	Intervention Reports, Discipline Reports, Point Sheets

Endeavor Essential Instructional Priority #3 – Skills for Future Ready Graduates

Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21st century by offering rigorous learning environments.

A.   Demonstrate a growth mindset with high expectations for all learners
B.   Provide opportunities for students to collaborate and develop personal and social responsibility
C.   School will prepare and support all students to graduate with their age-appropriate cohort.

SCPS high schools review feedback reports on graduation rate, acceleration and post-secondary success per s. 1008.37(4), F.S.

Indicators	Strategic Plan	Target
On Time/Cohort Graduation Rate	A.2	50
School-Wide Future Orientation	A.2	25
Expectations for Post-Secondary Education	A.2	21

Essential Instructional Priority 3 – Skills for Future Ready Graduates

Action Plans

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Guidance Credit Checks	Administration	1st Semester and 2nd Semester	N	1st Semester and 2nd Semester	Meeting Notes
Standardized Testing Opportunities	Testing Coordinator	Fall and Spring	N	Fall and Spring	Testing Logs, Score Reports
Promote and encourage participation in College Information Night, Financial Aid Night, and The Many Looks of College Night.	Student Support Services Facilitator	Spring	N	Spring	Meeting Notes, Attendance Logs

Every Student Succeeds Act Instructional Priorities

The Every Student Succeeds Act (ESSA) was enacted by the US Department of Education in 2015 requiring each state to have a plan for ensuring the achievement of all students. ESSA requires the calculation of Federal Percent of Points Index (FPPI) that measures academic achievement of student subgroups. Florida's FPPI includes student achievement data associated with the Florida Accountability school grade components and English Language Proficiency progress as measured by the ACCESS for English Language Learners 2.0 assessment.

Schools with subgroups scoring below 42% of the points possible on the FPPI, must develop targeted support plans to accelerate learning for students in these subgroups.

See data points in Quality Instruction for the subgroups listed below.

School has a subgroup scoring below 42% on the FPPI

Yes

Finding(s):

Economically disadvantaged students

Students with disabilities

How will your school's culture and environment be monitored through the lens of behavior or discipline data?

As a school for students with significant emotional and behavioral challenges, this is something that is tracked and analyzed daily. We review all behavioral and disciplinary incidents and do informal cause and response analysis to determine any adjustments needed from an intervention perspective and to evaluate the possibility of any ongoing threats or concerns.

Action Plan

1st Finding

Economically disadvantaged students

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Endeavor School strives to provide every student with the support and resources needed to be successful. Endeavor staff will monitor and evaluate the needs of our students on a daily basis and support and provide every resource possible to address those needs.	All Staff	N/A	N	Ongoing - Daily	Tracking through the school social worker of the support and resources provided to students and families.

2nd Finding

Students with disabilities

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Endeavor is an "separate day school" where every student in attendance has an Individual Education Plan (IEP). Our students come to Endeavor because of significant emotional and behavioral challenges. Ongoing professional development and professional learning communities have been established to provide a continual focus on building relationships and trust, as well as provide academic and behavioral interventions and best practices.	Administration, Behavioral Support Staff	N/A	Y	Ongoing. Informal daily. Professional development and learning communities weekly.	Reduction if behavioral incidents and crisis situations and academic growth.

Best Practices for Inclusive Education (BPIE)

A. Supports implementation of improved inclusive practices for students with disabilities
B. Designed to identify priority needs and organize resources
C. Supports development of short and long term improvement strategies
D. Aligns with the district level BPIE

Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes

14. School administrators analyze data to identify professional development and technical assistance needed for school personnel to implement effective inclusive practices.	Partially Almost
21. All instructional and related services personnel use formative assessment processes and tools to gather, analyze, and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.	Fully
30. Learning opportunities and resources are provided to families of SWDs as a result of needs assessments and student data.	Fully

Action Plan

Indicator 1

14. School administrators analyze data to identify professional development and technical assistance needed for school personnel to implement effective inclusive practices.

Strategy/ Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Data are reviewed and discussed on a regular basis by teachers and administration to determine the need for ongoing professional development and technical assistance.	Teachers, Administration	Ongoing	Y	Ongoing	Meeting Notes, Professional Development Learning Logs

Indicator 2

21. All instructional and related services personnel use formative assessment processes and tools to gather, analyze, and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
All teachers at Endeavor use formative assessment data to adjust instruction, revise behavior plans, and determine individual student responses and goals for each Individual Education Plan.	Teachers	Ongoing	Y	Ongoing	Lesson Plans, Individual Education Plans, Behavior Intervention Plans

Indicator 3

30. Learning opportunities and resources are provided to families of SWDs as a result of needs assessments and student data.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
All Endeavor families are provided with opportunities and resources from our school and the district or community. Parents are encouraged to attend family involvement events, parent teacher conferences, and committees that work toward the improvement of the school and student educational goals.	Administration, Teachers	Ongoing	N	Ongoing	Event Sign in Sheets, Conference Notes, Committee Notes

Professional Development Plan

PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	PD Participants	# Anticipated Participants	Position(s) Responsible
Quality Instruction	1	Ongoing	Activities provided throughout the year will focus on specific indicators within the Art and Science of Teaching and best practices associated with those indicators.	School-Wide	50	Administration
IEP's, DPP's, and PEER	1	Fall 2021	Teacher understanding of Individual Education Plans (IEP's), their own Deliberate Practice Plan (DPP), and how to access and use information through the Portal to Exceptional Education Resources (PEER) will enhance teacher growth and understanding, thus having a direct impact on instruction.	All Teachers	20	Administration, Guidance, Staffing Specialist
Child Abuse	2	8/21/2019	Recognizing and Reporting Child Abuse	School-Wide	50	Administration, Guidance

Youth Mental Health Awareness	2	Ongoing	Recognizing and Intervening with Mental Health	School-Wide	50	Administration, Guidance
Restorative Practices	2	January 2022	Emotional and Behavioral	School-Wide	50	Psychologist
Future Ready Graduates	3	Ongoing	Common knowledge of graduation requirements and prerequisite skills needed for future planning.	School-Wide	50	Administration
Child Abuse	2	8-9-21	Recognizing and reporting child abuse.	School-Wide	50	Administration
Professional Crisis Management	2	8-3-21	Behavioral Support	Select Staff	10	Select Staff
Ukeru	2	8-2-21	Behavioral Support	School-Wide	50	Administration and Staff
Success Criteria	1	8-18-21	Clear understanding of success criteria for standards being taught has a direct impact on the evaluation of the effectiveness of lessons and impacts future planning and instructional decisions.	Teachers	14	Administration, Teachers
Various Instructional Model Indicators	1	Multiple dates throughout the year	Reinforcement of best practices to maximize instructional impact and student achievement.	School-Wide	50	Administration, Teachers