

Endeavor Elementary

13501 BALCOMBE RD, Orlando, FL 32837

www.ocps.net/lc/southwest/eed

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	68%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	79%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
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 processes to learn about students' cultures and to build relationships between teachers and students occur both inside and outside of the classroom. Beginning at preplanning and continuing throughout the year, teachers extend their knowledge and implement research-based instructional strategies to establish and maintain effective relationships with students through tasks such as student background surveys, opinion questionnaires, autobiographical metaphors and analogies, and individual student learning goals. These practices are embedded in the instruction that takes place in the classroom, continue throughout the year, and monitored through classroom observations and feedback.

Additional opportunities to learn about students' cultures and building relationships also occur outside of the classroom, adding the connection to parents through both academic and social events. These school and/or PTA sponsored opportunities include report card conference nights, parent conferences scheduled as needed, 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. Endeavor also makes a commitment to participate in awareness day opportunities including encouraging students to enter contests that highlight diverse cultures. Communication with families includes school newsletters and Connect Orange calls delivered in English and Spanish to solidify the school-community connection.

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. School-wide rules (GATOR Rules) and procedures are established and communicated to staff, students, and parents to ensure a clear understanding designed from a place of safety. Endeavor also highlights character traits that promote and identify actions that create and safe and respected climate. Students who exhibit these traits (such as citizenship and cooperation) are voted on by their peers each month and receive recognition from the school.

The school day arrival and dismissal procedures include adult supervision at all times. Before-school practices to create safety and respect begin at 8:15 with staff reporting to morning duty, ensuring all students entering the campus are supervised. Supervision includes providing leadership opportunities for Fifth Grade students who serve as Safety Patrols. During school, students follow procedures that ensure they are always with a partner when moving around the building and grounds. Entry into the building requires identification and security cameras provide the ability to monitor the campus

throughout the day. After-school processes for dismissal include staff duty throughout the campus as well as a tight system for determining how students go home and monitoring if students are leaving the campus as identified by their parents.

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 school wide discipline plan and the “Student Code of Conduct” to aid in minimizing distractions during instructional time. The school-wide plan- GATOR (Good manners, Always attentive, Taking responsibility, On time on task, Respecting everyone) is modeled and practiced in the classroom, supported through the use of instructional strategies such as posters, graphics, role- playing, and reviewing rules and procedures with students. It is a process that focuses on students identifying their actions and making a plan for how they will make different choices in the future, guided by the teacher and/or leadership team depending on the needs of the individual student. Rules are posted throughout the school.

In addition to the classroom, the school wide plan is communicated through projects and activities in special areas, including a school song of the rules and art projects that communicate expectations. The plan provides clear behavioral expectations and established protocols for school-wide behavior that includes arrival, dismissal, assemblies, field trips, cafeteria, hallways, classrooms, playground, media center and travel via bus. A team approach for school personnel ensures the system is fairly and consistently enforced. This begins during preplanning for all instructional and classified staff through facilitated professional learning sessions led by the assistant principal and the Curriculum Resource Teacher and are reviewed during the first week of school and the beginning of each nine weeks.

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

In addition to the use of instructional strategies that establish and maintain effective relationships and communicate high expectations for all students, 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. A committee that focuses on the social-emotional needs of all students, chaired by the guidance counselor, meet monthly to discuss needs and trends.

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. In addition, the registrar serves as head of the Early Warning Team Committee, made up of faculty and staff. The committee meets once a month with the goal of

reducing early dismissals, late and unexcused student absences to ensure that students receive their daily standards-based instruction. In addition to her role as the chairperson for the committee, 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 are repeatedly unable 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	10	12	10	8	10	10	60
One or more suspensions	0	3	1	1	0	1	6
Course failure in ELA or Math	20	32	35	45	26	22	180
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	4	7	2	3	1	3	20

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 provided after school tutoring in reading. Students' academic performance, behavior and attendance is monitored quarterly and their parents are required to attend report card conferences after each marking period. The Early Warning Team committee convenes monthly to discuss needs and trends.

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 parent participation throughout the school year for both academic and social purposes. A 2-page summary of the School Improvement Plan highlighting the school goals is shared by the Principal with faculty, staff, and SAC and is supported with data throughout the year. Updates in the school newsletter designed around the SIP goals of the school occur monthly. Parent involvement opportunities include:

Academic opportunities to inform- Meet the Teacher, Daily communication through a student planner, Open House, Conference Night (includes program data on reading and mathematics), Multilingual Parent Leadership Council, School Advisory Council, Science/STEM Night, Book Character Parade Social opportunities to build relationships- Multicultural Night, grade level music performances, movie nights, PTA Board meetings, Muffins with Mom, Donuts with Dad, Mother/Son Event, Father/ Daughter Dance, Fall Festival, Navigator Nook (place for parents to come and have lunch with their student).

To build relationships and communicate with parents of our English Language Learners, all written and verbal communication from the school is translated into Spanish including Connect Orange messages reminding parents of critical information and upcoming events. For further support, Endeavor has 2 staff members (one Spanish, one Portuguese) who in addition to supporting ELL students also serve to assist parents to stay informed of their child's progress.

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. As partnerships are identified, the school Partners in Education Coordinator adds them to the district system. As faculty/staff committees meet to support the work of the SIP, needs are identified and a determination of requested resources is communicated to the Partners in Education school coordinator. Needs could include academic, tangible/in-kind donations or volunteer efforts. 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. Endeavor also reaches out to supporting businesses to engage in our SAC activities to develop authentic relationships.

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:

Name	Title
Ellis, Amanda	Principal
Hargrett, Nicole	Assistant Principal
Young, Linda	Other
Huertas, Zaida	Guidance Counselor
Toledo, Jessica	Other
Carmenate, Wanda	Instructional Coach

Duties

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

The role of the leadership team is to lead our students to success with the support and involvement of families and the community. The Roles and Responsibilities of the School Leadership Team are identified as:
 Amanda Ellis, Principal-

- Guide and lead the Leadership Team
- Provide clear vision and expectations with a focus on monitoring of data
- Lead and develop Grade Level Chairs and classroom teachers in the use of standards to design lessons, effective instructional strategies, and formative assessments that lead to a path of differentiated instruction and result in increased student achievement.
- Walk classrooms and provide actionable feedback for teachers
- Provide professional learning

Nicole Hargrett, Assistant Principal

- Work collaboratively with Principal on the above
- Lead committees, SAC, discipline, and safety goals
- Provide professional learning
- Facilitate Facilities Agreement
- Coordinate Field Trips
- Ensure Partners in Education and Additions Volunteer efforts are instituted
- Maintenance Drills and Reporting
- Interview and select classified staff
- Supervise Custodians
- Create master, lunch, duty schedules

Zaida Huertas, Guidance Counselor

- District data on homeless students, SEDNET service
- Facilitates 504 documentation
- Conducts gifted screenings; and provides whole class and small group guidance
- Chair and lead Endeavor Guidance Committee
- Provide professional learning
- MTSS Behavior
- Abuse/Bullying
- Facilitates Safety Matters Program and Learning for Life Character and Leadership Program Jessica Toledo, Staffing Specialist
- Lead and support the MTSS process
- Support and monitor the needs of ESE
- Provide professional learning
- MTSS Academic
- ESOL/ESE Placement
- Transportation

Wanda Carmenate, Instructional Coach/Curriculum Resource Teacher

- Support the design of standards-based instruction
- Support the use of instructional strategies
- Support the use of common assessments
- Lead tutoring
- Model instructional strategies for teachers
- Provide professional learning
- Maintain school based calendar
- Work in collaboration with Gifted Teacher to monitor the use of the Science Lab
- Oversee the organization and distribution of resources
- Retention and portfolios
- Provide professional learning

Linda Young, Reading Coach

- Lead and monitor the use of iReady
- Lead and monitor the use of Imagine Learning
- Lead and monitor the use of DRA
- Model instructional strategies for teachers
- Provide professional learning
- Fountas and Pinnell Benchmark Assessments

In addition to the School Leadership Team, responsibilities include:

General education teachers: Provide 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.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional learning 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 process for identifying and aligning resources will begin with the creation of structures and systems to support the work. Structures are aligned with district and state expectations including class size, student learning, and teacher development. Resources are organized around the categories of Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Each item has a person responsible, meetings, and identified allocation of resources including class size, student learning, and teacher development.

Supportive Environment:

RESOURCES: School Leadership Team meets weekly, Grade Level Chairs meet with Leadership weekly, Grade Level Teams meet weekly with Leadership, Committees meet monthly,

FUNDS: Purchases for this year include iReady, Accelerated Reader, Fountas and Pinnell reading diagnostic, tutoring, supplies for classroom teachers.

Family and Community Involvement:

RESOURCES: Classroom Teachers will hold a minimum of 2 Conference Nights and communicate through the student planner daily, committees meet monthly to plan family involvement events, SAC meets a minimum of 9 times throughout the year, PTA meets monthly with leadership, Connect Orange messages are sent a minimum of bi-weekly, electronic newsletter sent to parents minimum of monthly, and upcoming events are placed on the marquis ongoing.

FUNDS: Purchases for this year include student planners and electronic newsletter.

Effective Leadership:

RESOURCES: Grade level teams will meet a minimum of 2 times a week (once with leadership and once with Grade Level Chair), committee meetings will occur one time a month

FUNDS: Purchases for this year includes professional development materials/supplies/registrations.

Public and Collaborative Learning:

RESOURCES: All staff have protected time for planning and common time for collaboration. Grade level teams meet a minimum of one time a week. In addition, Leadership meets with each grade level team weekly to discuss standards, instruction, and assessment of learning. Leadership walks

classrooms and gives feedback a minimum of once every three weeks. Classroom teachers have opportunities to participate in instructional rounds and lesson study.

FUNDS: Professional learning materials, substitutes

Ambitious Instruction and Learning:

RESOURCES: The Leadership team will support the use of common assessments (designed, administered, and data analyzed a minimum of 4 times this year) and determine paths to differentiated instruction based on the regular use of formative assessments. All teacher who did not previously attend will attend professional learning on Core Connections writing.

FUNDS: Substitutes

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Idania Grogan	Parent
Ron Zupa	Parent
Carolyn Batista	Business/Community
Colleen Gallagher	Parent
Janice Sherman	Teacher
Terri Pope-Hellmund	Teacher
Maxine Byrnes	Education Support Employee
Darlene Waters	Teacher
Amanda Ellis	Principal
Deismar Desoto-Torres	Parent
Melissa Cabrera	Parent
Jason Wakelin	Parent
Janice Pichardo	Parent
Jennifer Rodriguez	Parent
Tatiana Rodriguez	Parent
Mary Fabiola	Parent
Indira Aparicio	Parent
Anita Matos	Parent

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:

Name	Title
Byrnes, Maxine	Other
Schlaeger, Jenna	Other
Jones, Christiana	Teacher, K-12
Pabon, Mireya	Teacher, K-12
Blechinger, Maritza	Teacher, K-12
Shirley, Stephanie	Teacher, K-12
Zupa, Mei	Teacher, K-12
Cahow, Joy	Teacher, K-12

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 the school and community. The team will coordinate and promote the following program and activities: Accelerated Reader program and school wide incentives; iReady and running records. These programs will all be used to promote reading and support students reading ability and comprehension skills. The following activities also support literacy in our school: Family Literacy Night, Literacy Week, book fairs. Endeavor also promotes 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 protected time for planning and a common team time for collaboration during Special Area time. Teams meet with their Grade Level chair a minimum of weekly and with leadership weekly. In addition, committees that focus on school initiatives provide opportunities for teachers to collaborate with those outside of their grade level. Whole group professional learning led by leadership provides additional support for encouraging positive working relationships.

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 learning teams; common grade level planning; and professional learning opportunities including participation in lesson study, instructional rounds, and mentoring.

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

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. At weekly grade-level team collaboration with leadership, teams discuss the MTP identified in the scope and sequence and deconstruct the standards to ensure a standards based scale for proficiency and a clear learning progression to serve as the foundation for planning.

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 through grade level meetings and weekly professional learning to plan, deliver, assess, and analyze the learning of students. Students needing interventions and enrichment are identified by analyzing the data. Each classroom has a designated intervention time. 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 continue to struggle then receive Tier III interventions. Tier III interventions are provided on a one-on-one basis daily. Based on diagnostics, progress

monitoring assessments, or classroom formative assessments, teachers design differentiated instruction utilizing iReady, Imagine Learning, Accelerated Reader, small group lessons, or support from a Spanish or Portuguese paraprofessional for those students who have little to no language proficiency in English.

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: 1,800

Data analysis outcomes from iReady, DRA, Fountas and Pinnell and running records will be used to identify students who would benefit from additional small group learning. Two days per week, beginning October 29, 2015 - March 18, 2016 tutoring teachers will focus on reading skills acquisition for regular education and second language learners using Edusoar Learning for small group instruction.

Strategy Rationale

Students will be provided additional support and time to master reading 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. The 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 classroom teacher work directly with individual students as they plan their academic and career goals. The school counselor advises 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 see the relevance between the subjects. Special area teachers 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 2015-2016 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: Future Problem Solvers, Math Club, Garden Club, arts (visual and performing), piano and guitar classes as well as Learning for Life 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

Endeavor Elementary supports the annual OCPS Teach In initiative wherein community stakeholders share real world work experiences with students in grades K-5 in an effort to bridge the school to work connection. This initiative affords the students the opportunity to master the curriculum standards at an analytical and evaluative level. Endeavor is also engaging in CAPE, an initiative to gain technology certification by the end of middle school.

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

Endeavor Elementary facilitates the OCPS Teach-In initiative annually to bridge the elementary to college connection in an effort to provide student awareness of postsecondary education.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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 design standards-based lessons, deliver the lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path for differentiated instruction and increased student learning. (Division Priority #1 Accelerate Student Performance; Division Priority #2 Invest in Human Capital)
- G2.** Teachers will collaborate through professional learning structures organized as a professional learning community in planning standards-based lessons, reflecting on the effectiveness of instruction, and designing and analyzing common formative assessments as they relate to increased student learning. (Division Priority #1 Accelerate Student Performance; Division Priority #2 Invest in Human Capital)

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 design standards-based lessons, deliver the lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path for differentiated instruction and increased student learning. (Division Priority #1 Accelerate Student Performance; Division Priority #2 Invest in Human Capital) **1a**

 G072649

Targets Supported **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	88.0
FSA Mathematics - Achievement	97.0
FCAT 2.0 Science Proficiency	74.0
FCAT 2.0 Writing Proficiency	67.0

Resources Available to Support the Goal **2**

- Florida Standards and Test Item Specifications
- Marzano Instructional Framework
- Journey's Curriculum
- CPalms
- IMS
- District Scope and Sequence
- I Ready
- Measurement Topic Plans
- Go Math Curriculum
- District assessment items

Targeted Barriers to Achieving the Goal **3**

- Leadership will lead grade-level teams in the identification of unit goals, daily targets, and scales to determine proficiency, identification and delivery of the most effective instruction strategy, and then use formative and summative assessments that lead to differentiated instruction. Teachers need capacity in deconstructing standards content knowledge.

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

The leadership team works as a system to create and implement a cycle of improvement linking standards-based scales, use of effective strategies, data from formative assessments and plan for differentiated instruction.

Person Responsible

Amanda Ellis

Schedule

Monthly, from 9/25/2015 to 5/27/2016

Evidence of Completion

Lesson plan reflections, iObservation data and feedback, analysis of formative assessments and deliberate practice plans.

G2. Teachers will collaborate through professional learning structures organized as a professional learning community in planning standards-based lessons, reflecting on the effectiveness of instruction, and designing and analyzing common formative assessments as they relate to increased student learning. (Division Priority #1 Accelerate Student Performance; Division Priority #2 Invest in Human Capital) 1a

G072650

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Norms
- District assessment items

Targeted Barriers to Achieving the Goal 3

- Teachers need structures for collaboration, models for collaboration, and ongoing opportunities to reflect on teacher practice and student learning.

Plan to Monitor Progress Toward G2. 8

Leadership will work as a system to examine observation data, review lesson plans and formative assessments to monitor the progress of teacher collaboration to increase student learning.

Person Responsible

Amanda Ellis

Schedule

Monthly, from 10/30/2015 to 5/27/2016

Evidence of Completion

Journals, Deliberate Practice sharing, assessment data

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 design standards-based lessons, deliver the lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path for differentiated instruction and increased student learning. (Division Priority #1 Accelerate Student Performance; Division Priority #2 Invest in Human Capital) **1**

 G072649

G1.B1 Leadership will lead grade-level teams in the identification of unit goals, daily targets, and scales to determine proficiency, identification and delivery of the most effective instruction strategy, and then use formative and summative assessments that lead to differentiated instruction. Teachers need capacity in deconstructing standards content knowledge. **2**

 B189578

G1.B1.S1 Leadership will lead weekly team meetings to identify standards, unit goals, daily targets, proficiency scales, effective instructional strategies, and formative assessments. **4**

 S200907

Strategy Rationale

Teachers need capacity in knowledge of backward design starting with the standard and ending with differentiated instruction to ensure the teaching of standards-based lessons that result in increased student achievement. Further, teacher need capacity in identifying the most effective instructional strategies that will ensure the delivering of effective instruction as determined by the desired effect.

Action Step 1 **5**

Leadership team will lead collaborative team time to develop goals, targets, scales, strategies, and formative assessment items and analysis of student work.

Person Responsible

Amanda Ellis

Schedule

Weekly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Attendance records, team notes, lesson plans, and formative assessments

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

The principal and leadership team attend collaborative team planning to review lesson plans, support teams to develop goals and proficiency scales, identify effective strategies, and use of formative assessments to provide differentiated instruction.

Person Responsible

Amanda Ellis

Schedule

Monthly, from 9/25/2015 to 5/27/2016

Evidence of Completion

Lesson plans, learning goals and scales, classroom walks, formative assessments and student work samples

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

Leadership team attends grade-level leader meetings and grade-level team time and conducts classroom observations to determine the increased ability of teachers to design and deliver standards-based lessons, use of effective instructional strategies, and use of formative assessments.

Person Responsible

Amanda Ellis

Schedule

Monthly, from 9/25/2015 to 5/27/2016

Evidence of Completion

Increased quality in the use of standards, strategies, and assessments in lesson plans; deeper implementation of the use of the strategies in the classroom; and a shift towards standards-based grading through the use of formative and summative assessment data

G1.B1.S2 Leadership will provide modeling and resources needed for identifying the unit goal, daily targets, and scales to determine proficiency, effective instructional strategies, and the use of formative and summative assessments. 4

 S200908

Strategy Rationale

Increased knowledge and skills of the components of backward design will ensure teachers are designing, delivering, and assessing standards based lessons.

Action Step 1 5

The principal and leadership team will provide immediate professional development opportunities through modeling and allocation of resources focused on differentiated needs of the teacher as determined through observing team meetings and classroom observations.

Person Responsible

Wanda Carmenate

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Schedule of support

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

The principal and leadership team attend and participate in the professional learning opportunities

Person Responsible

Wanda Carmenate

Schedule

Monthly, from 9/25/2015 to 5/27/2016

Evidence of Completion

Reflections in teacher journals

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

Leadership conducts classroom walks and provide actionable feedback.

Person Responsible

Nicole Hargrett

Schedule

Every 3 Weeks, from 9/25/2015 to 5/27/2016

Evidence of Completion

iObservation data will indicate a trend for students for both an increased use of strategies in Design Question 3 and 4 and an increase in the ability to monitor more than 50% of their students for the desired effect of the strategy.

G2. Teachers will collaborate through professional learning structures organized as a professional learning community in planning standards-based lessons, reflecting on the effectiveness of instruction, and designing and analyzing common formative assessments as they relate to increased student learning. (Division Priority #1 Accelerate Student Performance; Division Priority #2 Invest in Human Capital) **1**

 G072650

G2.B1 Teachers need structures for collaboration, models for collaboration, and ongoing opportunities to reflect on teacher practice and student learning. **2**

 B189579

G2.B1.S1 Leadership will provide structured, protected time for collaboration, models for collaboration, and opportunities for teacher reflection on changes in practice and changes in student learning. **4**

 S200909

Strategy Rationale

Teachers will improve practice through collaboration as leadership teams, grade-level teams, committees and action research team and will provide opportunities for teachers to reflect with peers on their practice.

Action Step 1 **5**

Leadership will provide on demand professional learning opportunities through modeling and allocation of resources focused on differentiated needs of the teacher.

Person Responsible

Amanda Ellis

Schedule

Quarterly, from 9/17/2015 to 5/27/2016

Evidence of Completion

Schedule, attendance, notes, reflections

Action Step 2 **5**

The leadership team will create models for collaboration that could include instructional rounds, lesson study, common planning, and common assessments.

Person Responsible

Amanda Ellis

Schedule

Quarterly, from 8/11/2015 to 5/27/2016

Evidence of Completion

Observation feedback results, lesson plans, journal entries, formative assessment data

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

The leadership team strategically schedules and supports ongoing weekly team leader, grade level and committee team meetings. The leadership team also supports deliberate practice plans to help teachers think about and reflect on their professional work and its impact on student learning.

Person Responsible

Amanda Ellis

Schedule

Quarterly, from 9/25/2015 to 5/27/2016

Evidence of Completion

Schedules, notes, journal reflection

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

Leadership team monitors for instruction that reflects a deeper understanding of the standards and for effective use of strategies to achieve the desired effect.

Person Responsible

Amanda Ellis

Schedule

Weekly, from 9/25/2015 to 5/27/2016

Evidence of Completion

Lesson plans, formative assessments, journal entries, deliberate practice reflection logs

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	Leadership team will lead collaborative team time to develop goals, targets, scales, strategies, and formative assessment items and analysis of student work.	Ellis, Amanda	9/1/2015	Attendance records, team notes, lesson plans, and formative assessments	5/27/2016 weekly
G1.B1.S2.A1	The principal and leadership team will provide immediate professional development opportunities through modeling and allocation of resources focused on differentiated needs of the teacher as determined through	Carmenate, Wanda	8/17/2015	Schedule of support	5/27/2016 biweekly

Orange - 0214 - Endeavor Elementary - 2015-16 SIP
Endeavor Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	observing team meetings and classroom observations.				
G2.B1.S1.A1	Leadership will provide on demand professional learning opportunities through modeling and allocation of resources focused on differentiated needs of the teacher.	Ellis, Amanda	9/17/2015	Schedule, attendance, notes, reflections	5/27/2016 quarterly
G2.B1.S1.A2	The leadership team will create models for collaboration that could include instructional rounds, lesson study, common planning, and common assessments.	Ellis, Amanda	8/11/2015	Observation feedback results, lesson plans, journal entries, formative assessment data	5/27/2016 quarterly
G1.MA1	The leadership team works as a system to create and implement a cycle of improvement linking standards-based scales, use of effective strategies, data from formative assessments and plan for differentiated instruction.	Ellis, Amanda	9/25/2015	Lesson plan reflections, iObservation data and feedback, analysis of formative assessments and deliberate practice plans.	5/27/2016 monthly
G1.B1.S1.MA1	Leadership team attends grade-level leader meetings and grade-level team time and conducts classroom observations to determine the increased ability of teachers to design and deliver standards-based lessons, use of effective instructional strategies, and use of formative assessments.	Ellis, Amanda	9/25/2015	Increased quality in the use of standards, strategies, and assessments in lesson plans; deeper implementation of the use of the strategies in the classroom; and a shift towards standards-based grading through the use of formative and summative assessment data	5/27/2016 monthly
G1.B1.S1.MA1	The principal and leadership team attend collaborative team planning to review lesson plans, support teams to develop goals and proficiency scales, identify effective strategies, and use of formative assessments to provide differentiated instruction.	Ellis, Amanda	9/25/2015	Lesson plans, learning goals and scales, classroom walks, formative assessments and student work samples	5/27/2016 monthly
G1.B1.S2.MA1	Leadership conducts classroom walks and provide actionable feedback.	Hargrett, Nicole	9/25/2015	iObservation data will indicate a trend for students for both an increased use of strategies in Design Question 3 and 4 and an increase in the ability to monitor more than 50% of their students for the desired effect of the strategy.	5/27/2016 every-3-weeks
G1.B1.S2.MA1	The principal and leadership team attend and participate in the professional learning opportunities	Carmenate, Wanda	9/25/2015	Reflections in teacher journals	5/27/2016 monthly
G2.MA1	Leadership will work as a system to examine observation data, review lesson plans and formative assessments to monitor the progress of teacher collaboration to increase student learning.	Ellis, Amanda	10/30/2015	Journals, Deliberate Practice sharing, assessment data	5/27/2016 monthly
G2.B1.S1.MA1	Leadership team monitors for instruction that reflects a deeper understanding of the standards and for effective use of strategies to achieve the desired effect.	Ellis, Amanda	9/25/2015	Lesson plans, formative assessments, journal entries, deliberate practice reflection logs	5/27/2016 weekly
G2.B1.S1.MA1	The leadership team strategically schedules and supports ongoing weekly team leader, grade level and committee team meetings. The leadership team also supports deliberate practice plans to help teachers think about and reflect on	Ellis, Amanda	9/25/2015	Schedules, notes, journal reflection	5/27/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	their professional work and its impact on student learning.				

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 design standards-based lessons, deliver the lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path for differentiated instruction and increased student learning. (Division Priority #1 Accelerate Student Performance; Division Priority #2 Invest in Human Capital)

G1.B1 Leadership will lead grade-level teams in the identification of unit goals, daily targets, and scales to determine proficiency, identification and delivery of the most effective instruction strategy, and then use formative and summative assessments that lead to differentiated instruction. Teachers need capacity in deconstructing standards content knowledge.

G1.B1.S1 Leadership will lead weekly team meetings to identify standards, unit goals, daily targets, proficiency scales, effective instructional strategies, and formative assessments.

PD Opportunity 1

Leadership team will lead collaborative team time to develop goals, targets, scales, strategies, and formative assessment items and analysis of student work.

Facilitator

Administrators

Participants

Classroom teachers

Schedule

Weekly, from 9/1/2015 to 5/27/2016

G1.B1.S2 Leadership will provide modeling and resources needed for identifying the unit goal, daily targets, and scales to determine proficiency, effective instructional strategies, and the use of formative and summative assessments.

PD Opportunity 1

The principal and leadership team will provide immediate professional development opportunities through modeling and allocation of resources focused on differentiated needs of the teacher as determined through observing team meetings and classroom observations.

Facilitator

Coaches

Participants

Classroom Teachers

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

G2. Teachers will collaborate through professional learning structures organized as a professional learning community in planning standards-based lessons, reflecting on the effectiveness of instruction, and designing and analyzing common formative assessments as they relate to increased student learning. (Division Priority #1 Accelerate Student Performance; Division Priority #2 Invest in Human Capital)

G2.B1 Teachers need structures for collaboration, models for collaboration, and ongoing opportunities to reflect on teacher practice and student learning.

G2.B1.S1 Leadership will provide structured, protected time for collaboration, models for collaboration, and opportunities for teacher reflection on changes in practice and changes in student learning.

PD Opportunity 1

Leadership will provide on demand professional learning opportunities through modeling and allocation of resources focused on differentiated needs of the teacher.

Facilitator

Administrators

Participants

Faculty and staff

Schedule

Quarterly, from 9/17/2015 to 5/27/2016

PD Opportunity 2

The leadership team will create models for collaboration that could include instructional rounds, lesson study, common planning, and common assessments.

Facilitator

Administration, Coaches

Participants

Classroom teachers

Schedule

Quarterly, from 8/11/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Leadership team will lead collaborative team time to develop goals, targets, scales, strategies, and formative assessment items and analysis of student work.				\$45,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3336	120-Classroom Teachers	0214 - Endeavor Elementary	General Fund		\$20,000.00
<i>Notes: iReady</i>						
	3336	120-Classroom Teachers	0214 - Endeavor Elementary	General Fund		\$500.00
<i>Notes: Fountas and Pinnell Assessments</i>						
		120-Classroom Teachers	0214 - Endeavor Elementary	General Fund		\$17,000.00
<i>Notes: Tutoring</i>						
	3336	120-Classroom Teachers	0214 - Endeavor Elementary	Other		\$8,000.00
<i>Notes: Accelerated Reader</i>						
2	G1.B1.S2.A1	The principal and leadership team will provide immediate professional development opportunities through modeling and allocation of resources focused on differentiated needs of the teacher as determined through observing team meetings and classroom observations.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3336	120-Classroom Teachers	0214 - Endeavor Elementary	General Fund		\$500.00
<i>Notes: Professional learning supplies for teachers</i>						
3	G2.B1.S1.A1	Leadership will provide on demand professional learning opportunities through modeling and allocation of resources focused on differentiated needs of the teacher.				\$0.00
4	G2.B1.S1.A2	The leadership team will create models for collaboration that could include instructional rounds, lesson study, common planning, and common assessments.				\$0.00
					Total:	\$46,000.00