

Orange County Public Schools

Endeavor Elementary



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	7
Planning for Improvement	10
Title I Requirements	15
Budget to Support Goals	17

Endeavor Elementary

13501 BALCOMBE RD, Orlando, FL 32837

<https://endeavores.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	67%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	B	A*

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

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. 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: School Information

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 Leadership Team

Membership

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

Name	Title
Ellis, Amanda	Principal
Hargrett, Nicole	Assistant Principal
Young, Linda	Other
Toledo, Jessica	Other
Carmenate, Wanda	Instructional Coach
Blair, Andrea	School Counselor
Zupa, Mei	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 creating a culture of learning
- 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 that results in increased student achievement.
- Walk classrooms and provide actionable feedback for teachers
- Lead professional learning
- Monitor student learning
- Ensure intervention, practice, and enrichment based on student evidence of learning
- Collaborate with select grade level teams and Gifted Resource Teacher to design and deliver additional STEM science instruction

Nicole Hargrett, Assistant Principal -

- Work collaboratively with Principal on the above
- Lead committees, SAC, discipline, and safety goals
- Lead professional learning

- Facilitate facilities agreements
- Inventory management (property and textbook)
- 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 and duty schedules; and school and community news articles for the Hunters Creek Magazine

Andrea Blair, Guidance Counselor -

- Monitor district data on homeless students, SEDNET service
 - Facilitates 504 documentation
 - Conducts gifted screenings, provides whole class and small group guidance
 - Chair and lead Endeavor Guidance Committee
 - Provide professional learning
 - Lead MTSS Behavior support
 - Monitor abuse/bullying
 - Facilitates Safety Matters Program and Learning for Life Character and Leadership Program
- Support discipline through the use of conflict resolution and skills embedded in character education

Jessica Toledo, Staffing Specialist -

- Lead and support the MTSS process
- Support and monitor the needs of ESE students
- Provide professional learning
- Lead MTSS Academic support
- Ensure ESOL/ESE placement
- Facilitate 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
- Lead professional learning
- Maintain school-based calendar
- Oversee the organization and distribution of resources
- Maintain retention and portfolios

Linda Young, Reading Coach/Instructional Coach -

- Lead and monitor the use of i-Ready
- Lead and monitor the use of Imagine Learning
- Lead and monitor the use of Fountas and Pinnell
- Model instructional strategies for teachers
- Lead professional learning
- Provide Tier III ELA MTSS support

Mei Zupa, Instructional Coach

- Support the design of standards-based instruction
- Support the use of instructional strategies
- Support the use of common assessments
- Model instructional strategies for teachers

- Lead professional learning
Support beginning teachers

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	13	17	19	22	19	0	0	0	0	0	0	0	107
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	1	1	4	0	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	34	43	37	0	0	0	0	0	0	0	114

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Monday 7/9/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	14	11	27	12	12	0	0	0	0	0	0	0	93
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	3	3	1	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	35	21	22	0	0	0	0	0	0	0	78

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	10	2	3	0	0	0	0	0	0	0	15

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	14	11	27	12	12	0	0	0	0	0	0	0	93
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	3	3	1	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	35	21	22	0	0	0	0	0	0	0	78

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	10	2	3	0	0	0	0	0	0	0	15

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

3rd Grade: Lowest in mathematics proficiency (Not a trend- this year was a 10% gain)

4th Grade: Lowest in ELA proficiency (1% drop)

5th Grade: Lowest in ELA proficiency (2% drop)

Overall, ELA proficiency made a 2% gain, learning gains made a 5% gain, and lowest 25% made a 10% gain.

Mathematics proficiency made a 4% gain, learning gains made a 5% loss, lowest 25% made an 11% loss, and Science made a 12% gain.

In examining subgroups in ELA, our gap grew for our black, Hispanic, and ELL students, but closed with our SWD and maintained the same for FRL. Learning gains gap grew with all categories.

In examining subgroups in mathematics, the gap grew wider with Hispanic and ELL groups, closed with black students, and stayed the same with SWD and FRL. Learning gains gap grew in all categories with the exception of FRL which stayed the same.

Which data component showed the greatest decline from prior year?

Our data shows that mathematics learning gains and learning gains of the lowest 25% showed the greatest decline. In examining subgroups in mathematics, the gap grew wider with Hispanic and ELL groups, closed with black students, and stayed the same with SWD and FRL. Learning gains gap grew in all categories with the exception of FRL which stayed the same.

Which data component had the biggest gap when compared to the state average?

3rd Grade: ELA 2% above state, Mathematics 2% below (however, in 17-18 we were 12% below)
4th Grade: ELA and Mathematics were at the state average
5th Grade: ELA 2% above state, Mathematics 1% below

Which data component showed the most improvement? Is this a trend?

The most improvement has been in mathematics proficiency over time. In examining subgroups in mathematics, the gap closed with black students, and stayed the same with SWD and FRL.

Describe the actions or changes that led to the improvement in this area.

Several actions could be attributed to the improvements: Continued support in planning standards base instruction (this includes specified time during team time to plan, examine effective instructional strategies, and reflecting on results using formative assessments and examining student work), an acceleration group that pre-taught the standards for students who needed extra support, and team time that focused specifically on best practices (student accountable talk, inquiry tasks, etc.) led to improvements. Schoolwide shifts in practice continue to focus on student collaboration and the increased use of strategies that support students in tracking their progress.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	67%	56%	56%	68%	53%	52%
ELA Learning Gains	62%	55%	55%	60%	52%	52%
ELA Lowest 25th Percentile	60%	48%	48%	50%	42%	46%
Math Achievement	66%	63%	62%	59%	56%	58%
Math Learning Gains	62%	57%	59%	49%	54%	58%
Math Lowest 25th Percentile	58%	46%	47%	42%	41%	46%
Science Achievement	60%	55%	55%	47%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	17 (17)	13 (14)	17 (11)	19 (27)	22 (12)	19 (12)	107 (93)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	1 (0)	1 (3)	4 (3)	0 (1)	6 (7)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	34 (35)	43 (21)	37 (22)	114 (78)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	59%	55%	4%	57%	2%
	2017	57%	57%	0%	58%	-1%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	56%	54%	2%	56%	0%
	2017	60%	57%	3%	56%	4%
Same Grade Comparison		-4%				
Cohort Comparison		-1%				
05	2018	57%	55%	2%	55%	2%
	2017	59%	51%	8%	53%	6%
Same Grade Comparison		-2%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	60%	61%	-1%	62%	-2%
	2017	50%	63%	-13%	62%	-12%
Same Grade Comparison		10%				
Cohort Comparison						
04	2018	62%	62%	0%	62%	0%
	2017	63%	64%	-1%	64%	-1%
Same Grade Comparison		-1%				
Cohort Comparison		12%				
05	2018	60%	59%	1%	61%	-1%
	2017	60%	56%	4%	57%	3%
Same Grade Comparison		0%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	53%	53%	0%	55%	-2%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	38	45	36	45	57	43	27				
ELL	47	60	64	57	66	63	29				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ASN	75	58		88	75						
BLK	53	50		59	50						
HSP	62	60	62	62	62	56	54				
WHT	81	73		80	64		69				
FRL	63	62	63	65	64	62	56				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	35	33	35	71	67	8				
ELL	49	58	58	51	68	70	22				
ASN	91	81		88	88						
BLK	59	60		47	60						
HSP	60	56	49	58	67	69	38				
WHT	76	55		69	61	60	60				
FRL	58	54	50	54	62	64	37				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	<p>Rigorous Standards-Based Lessons</p> <p>Area of Focus: Teachers will design rigorous standards-based lessons, deliver relevant lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path for differentiated instruction, increased student achievement and a student centered culture of learning.</p>
Rationale	<p>To increase teachers' capacity to utilize 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 and a culture of learning. Further, teachers need increased capacity in identifying the most effective instructional strategies that will ensure the delivery of effective instruction as determined by the desired effect. When teachers align curriculum, instruction, and assessment, coupled with developing relationships and communicating high expectations, the result is increased student achievement and an environment that supports a culture of learning..</p>
Intended Outcome	<p>The outcome of instructional unit goals, daily targets, and scales to determine proficiency, identification and delivery of the most effective strategies. Additionally, data analysis and the use of formative and summative assessments that lead to differentiated instruction and the ability to prioritize tasks and sustain efforts that result in increased student achievement are also areas of focus. The Leadership Team will provide modeling and resources needed for identifying effective instructional strategies that meet the needs of ELL and ESE students, and conduct analysis of formative and summative assessment data to determine effective interventions.</p>
Point Person	<p>Amanda Ellis (amanda.ellis@ocps.net)</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. The Principal, the District Professional Learning Community and lead classroom teachers will provide immediate professional development sessions through modeling and allocation of resources focused on differentiated needs of the teacher for close reading strategies with a focus on writing as determined through observing team meetings and classroom observations. 2. Leadership Team will lead teachers in analyzing existing resources, specifically expanding and organizing the collection of leveled readers for small group instruction and embed the use of leveled book collection into the common planning tasks. 3. Principal and Leadership Team will use the student agenda (as a means of communication) and school designed GATOR forms to support developing behaviors that create a culture of learning. 4. Leadership and teachers will gather feedback from students to describe the culture of learning from their perspective.

Person Responsible Amanda Ellis (amanda.ellis@ocps.net)

Plan to Monitor Effectiveness

Principal and Leadership Team will support teachers in analyzing data regarding discipline and reflect on the culture of the classroom/school. Additionally, the Leadership Team and teachers will analyze data and reflect on progress for creating a culture of learning.

In our increasingly diverse school of 736 students, the Endeavor Leadership team and staff make daily efforts to implement practices to support a culturally responsive plan that meets the academic and behavioral needs of all Endeavor Elementary students. The 736 students served are captured in the following demographic categories: Hispanic 68.8%, White 18.5%, Asian Pac. 5.4%, Black 5.3%, Multiracial 1.9% and American Indian 0.1%.

Description

In an effort to execute a culturally responsive plan, instruction is first disseminated based on the required grade level standards. However, through an awareness of the students' experiences, frames of reference, and performance styles towards learning acquisition to make the students' knowledge visual, public and permanent the grade level teams' work diligently to ensure that learning encounters are relevant and effective. Anchor charts, student collaborations and multiple attempts with formative assessments and varying methods of presentation provide appropriate accommodations and modifications necessary to ensure that each student strengths are identified, nurtured, and utilized to promote student achievement through learning gains, proficiency and standards mastery. Monitoring for effective teaching and learning in a culturally responsive environment is supported by weekly teaching observations by the administrative team. Monthly collaborations to discuss and learn new teaching strategies occurs in grade level meetings, team leader meetings and school wide focus driven professional development sessions. Each opportunity is intended to build teacher capacity and is consistently monitored for follow-up or possible change.

Modeling, scaffolding, and clarification of a standard is most often visible in the daily targets that build on a scale of learning to meet proficiency and mastery of the standard. Each teacher creates and provides a scale for learning on a weekly basis. Students are allowed to monitor their progress within their planners in preparation for parent conferences in order to articulate their rate of learning to their parents as we as become self-aware of their personal learning styles.

Further, programs such as Imagine Learning are used by non and limited English proficient students as a starting point to assist them in building language to support standard acquisition based on their current language strengths. To create a nurturing and cooperative environment the Endeavor HOUSE system is implemented to further illustrate a culturally responsive plan. The HOUSE system supports a threefold plan: vertical teaming of all students, instructional and classified staff; healthy competition of learning that has occurred with the standards; and builds upon supportive community and positive relationships for all Endeavor staff and students.

Our plan continues by supporting behavioral expectations of students that help students learn to reflect towards problem solving through the use of a school wide GATOR form. By engaging students in their own work to become advocates for themselves, process and tell their stories when differences occur assists them in sharing in the power to become both socially and academically strong. Each month a review of student needs based on the GATOR forms collected are discussed by the Leadership Team.

Additional academic support through after school and Saturday tutoring is also used to strengthen and front-load student learning.

**Person
Responsible** Nicole Hargrett (nicole.hargrett@ocps.net)

Activity #2	
Title	Professional Learning Collaboration and Instruction Outcomes
Rationale	<p>Area of Focus: In order to support their learning, teachers will organize as a Professional Learning Community (PLC) structure to plan standards-based lessons, reflect on the effectiveness of instruction, and design and analyze common formative assessments as they relate to increased student achievement and a commitment to a culture of learning.</p> <p>Rationale: Teachers will improve practice by focusing on learning, collaboration, and results. Additionally, teachers will make instructional decisions that impact student learning when they have identified formative and summative data that accurately represents achievement.</p>
Intended Outcome	Teachers need structures for collaboration, models for collaboration, and ongoing opportunities to reflect on teacher practice and student learning. Teachers need to develop a skillset for achieving clarity and coherence of team goals. Teachers will also enhance their skills at progress monitoring to track student data.
Point Person	Amanda Ellis (amanda.ellis@ocps.net)
Action Step	
Description	<ol style="list-style-type: none">1. Leadership will collaborate weekly during team time to follow a cycle for tasks that integrate curriculum, instruction and assessment.2. Engage in job embedded professional learning opportunities through modeling and the allocation of resources focused on differentiated needs of teachers through models for collaboration beyond grade level teams that could include instructional rounds, common planning, common assessments, committee membership, and action research (Deliberate Practice). This includes implementation of close reading as designed by the DPLC.3. Use of instructional process for gathering, analyzing and sharing data to track learning of standards mastery and achievement on assessments.
Person Responsible	Amanda Ellis (amanda.ellis@ocps.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none">1. 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.2. The Principal and Leadership Team will conduct classroom walkthroughs and analyze student performance data. The Principal and Leadership Team will attend collaborative team time and review lesson plans to reflect on effectiveness of planning, instruction and assessment.3. Students and teachers will set reading and mathematics goals to reflect a minimal of 1 year of growth and communicate to parents via parent conferences and the report card supplement that indicates proficiency of standards and the student's areas of achievement.4. 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 (amanda.ellis@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Endeavor Elementary School believes that parents, families and the community are necessary partners in achieving our goals and strives to increase parental involvement by providing many opportunities for parent participation throughout the school year for both academic and social purposes. The continued use of a summary of the School Improvement Plan highlighting the school's areas of focus and action plans for effective monitoring 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 but are not limited to:

- 1) 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, SAC, grade-level performances, Book Character Parade and Parents as Partners.
- 2) Social opportunities to build relationships- Multicultural Night, grade level performances, movie nights, PTA Board meetings, Pastries with Parents, Son and Daughter Events, Fall Festival, Navigator Nook (place for parents to come and have lunch with their student). This year the area of focus includes updating of the school website.

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 two staff members (one Spanish, one Portuguese) who in addition to supporting ELLs also serve to assist parents to stay informed of their child's progress. Additionally, Multilingual Professional Learning Community meetings are hosted throughout the year under the direction of the Staffing Specialist in an effort to provide support for parents of ELL students.

PFEP Link

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

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 guidance counselor. The counselor is instrumental in helping students understand and accept themselves, develop a sense of responsibility, and become competent decision-makers. The school counselor is 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 other stakeholders such as the staffing coordinator and ESE Resource teacher 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, meets monthly to discuss needs and trends.

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. Teachers also provide an opportunity for incoming Kindergarten students to be screened that will provide academic information for teachers and parents prior to the first day of school.

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, and all other school-sponsored events. Parents are also encouraged to attend all other PTA and school-sponsored events such as; Pastries with Parents, movie nights, spirit nights, Fall Festival, Daughter/Son Events, etc. The guidance counselor works with students transitioning to middle school to coordinate scheduling, middle school visits and orientation nights.

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 centers on structures and systems 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.

Supportive Environment (Collaborations):

RESOURCES: Mondays - School Leadership Team/Grade Chairs; Thursdays - Grade-level teams; Monthly - School wide Committees; DPLC

FUNDS: Accelerated Reader, tutoring, and supplies for classroom teachers.

Family and Community Involvement:

RESOURCES: Twice per year - Conference Nights; Daily - Student planner communication; Monthly - SAC, PTA and Endeavor Newsletter; Ongoing - Connect Orange and school marquee. messages

FUNDS: Student planners and electronic newsletter

Effective Leadership:

RESOURCES: All staff receive Dr. Vazquez's newsletter with a weekly common agenda attached to denote action items, events and celebrations.

FUNDS: Professional development materials/supplies/registrations. Select staff will attend a state/national conference.

Public and Collaborative Learning:

RESOURCES: Protected common planning time for collaboration. Grade-level teams meet as needed. In addition, Leadership Team meets with each grade-level team weekly to discuss standards, instruction, and assessment of learning. Leadership walks classrooms and gives feedback. Classroom teachers have opportunities to participate in peer observations organized around their deliberate practice, analyzing data, and reflecting on planning and instruction.

FUNDS: Professional learning materials/sessions and substitutes

Ambitious Instruction and Learning:

RESOURCES: The Leadership team will support the District PLC through the use of classroom teachers as facilitators of literacy instruction. Teachers will follow a protocol for common planning. The extended use of technology through the addition of laptop carts will deepen the use of digital tools to enrich learning.

FUNDS: Substitutes, technology, and resources to support District PLC literacy professional learning

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 instruction is 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 student's course of study is designed to be personally meaningful and supportive of their future plans.

Part V: Budget

Total:

\$138,000.00