

Brevard Public Schools

Endeavour Elementary School



2018-19 Schoolwide Improvement Plan

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Endeavour Elementary School

905 PINEDA ST, Cocoa, FL 32922

<http://www.endeavour.brevard.k12.fl.us>

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-6	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

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

School Board Approval

This plan is pending approval by the Brevard 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.

Excellence is our only option.

Provide the school's vision statement.

Excellence is our destination.

School Leadership Team

Membership

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

Name	Title
Reed, Chris	Principal
Cope, Rosanna	Assistant Principal
Meraz, Christy	Assistant Principal
Parkhurst, Melissa	Teacher, ESE
Thatcher, Tamra	Instructional Coach
Berry, Michelle	Instructional Coach
Coverdale, Lucille	School Counselor
McBride, Christine	Instructional Coach
Gautier, Dianne	Instructional Coach

Duties

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

The principal will cultivate the vision for the coordination of the Leadership Team by being an active participant in all Leadership Team meetings and activities. The role of the assistant principal is to ensure the MTSS/IPST Team is fulfilling its functions. The role of the coaches is to monitor the academic progress of students that are receiving interventions. This will be accomplished by monitoring bi-monthly ongoing progress of the effectiveness of the intervention program delivery. The role of the counselor is to provide support services to parents, teachers, and students throughout the intervention process. In addition, the Leadership Team will provide supplemental enrichment opportunities to those students that have learned or already know targeted skills.

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	81	67	66	96	93	49	46	0	0	0	0	0	0	498
One or more suspensions	12	3	9	21	25	15	11	0	0	0	0	0	0	96
Course failure in ELA or Math	0	19	19	6	14	7	8	0	0	0	0	0	0	73
Level 1 on statewide assessment	0	0	0	67	78	61	42	0	0	0	0	0	0	248

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	11	1	8	61	54	32	26	0	0	0	0	0	0	193

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	5	13	7	19	3	2	3	0	0	0	0	0	0	52
Retained Students: Previous Year(s)	10	10	3	0	0	0	1	0	0	0	0	0	0	24

Date this data was collected

Tuesday 8/14/2018

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	84	86	57	73	48	47	54	0	0	0	0	0	0	449
One or more suspensions	15	12	23	34	25	36	19	0	0	0	0	0	0	164
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	63	57	66	47	0	0	0	0	0	0	233

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	11	11	16	48	43	49	40	0	0	0	0	0	0	218

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	84	86	57	73	48	47	54	0	0	0	0	0	0	449
One or more suspensions	15	12	23	34	25	36	19	0	0	0	0	0	0	164
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	63	57	66	47	0	0	0	0	0	0	233

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	11	11	16	48	43	49	40	0	0	0	0	0	0	218

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?

ELA is the biggest concern.

25% 3+ FSA Yes, proficiency has been below 30% for the past 5 years.

Which data component showed the greatest decline from prior year?

ELA Learning Gains

42% dropped to 37%

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

ELA Proficiency 3+ had a gap of 36 from the state average.

Math Proficiency 3+ had a gap of 29 from the state average.

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

Science 3+ increased by 13% from 20 %to 33%.

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

Science scores improved due to school science coach instructed weekly hands-on science labs with all 5th graders. The school Science coach planned weekly with the 5th grade teachers to ensure that all benchmarks were taught and the 5E instructional model of unit planning was utilized, which is a best practice for Science instruction. Direct instruction was given on CER. This is the claim, evidence, and reasoning framework for scientific writing. It involves students using evidence to support their answers and then tying their evidence to a scientific concept. Teachers also incorporated technology in their Science lessons through the use of Study Island, which was used for Evaluation and Elaboration. Students also participated in virtual labs using the Gizmos program as another method of exploration. Google Expedition Glasses were used to teach the different climate zones as the students took a virtual field trip to each of the 3 climate zones and discovered their characteristics. All 5th graders created an

interactive Science notebook. Additionally, Harris Science Super Saturdays were held once a month starting in January where all 5th grade science teachers attended to increase their instructional practices in core science instruction. Approximately, 20 5th graders attended on each of the 4 Saturdays. The topics for each Saturday were chosen based on student needs identified from data on District Assessments. All 5th graders participated in a weeklong Zoo School as a review of 5th grade and previous grade level Life Science Benchmarks. All 5th graders participated in a 3-day Science Boot camp at the end of April as an extensive review of the Science Benchmarks. Hands on inquiry-based stations were set up in each class and students rotated through each classroom. The 4 topics were life cycles, human body, space, and nature of science.

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	25%	60%	56%	27%	60%	52%
ELA Learning Gains	37%	54%	55%	42%	56%	52%
ELA Lowest 25th Percentile	37%	46%	48%	47%	50%	46%
Math Achievement	33%	62%	62%	37%	62%	58%
Math Learning Gains	48%	59%	59%	43%	63%	58%
Math Lowest 25th Percentile	41%	49%	47%	36%	52%	46%
Science Achievement	33%	57%	55%	35%	58%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Attendance below 90 percent	81 (84)	67 (86)	66 (57)	96 (73)	93 (48)	49 (47)	46 (54)	498 (449)
One or more suspensions	12 (15)	3 (12)	9 (23)	21 (34)	25 (25)	15 (36)	11 (19)	96 (164)
Course failure in ELA or Math	0 (0)	19 (0)	19 (0)	6 (0)	14 (0)	7 (0)	8 (0)	73 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	67 (63)	78 (57)	61 (66)	42 (47)	248 (233)

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	27%	63%	-36%	57%	-30%
	2017	25%	65%	-40%	58%	-33%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	21%	57%	-36%	56%	-35%
	2017	22%	58%	-36%	56%	-34%
Same Grade Comparison		-1%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-4%				
05	2018	17%	54%	-37%	55%	-38%
	2017	23%	60%	-37%	53%	-30%
Same Grade Comparison		-6%				
Cohort Comparison		-5%				
06	2018	26%	63%	-37%	52%	-26%
	2017	34%	64%	-30%	52%	-18%
Same Grade Comparison		-8%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	30%	62%	-32%	62%	-32%
	2017	42%	63%	-21%	62%	-20%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2018	29%	59%	-30%	62%	-33%
	2017	29%	61%	-32%	64%	-35%
Same Grade Comparison		0%				
Cohort Comparison		-13%				
05	2018	23%	58%	-35%	61%	-38%
	2017	24%	58%	-34%	57%	-33%
Same Grade Comparison		-1%				
Cohort Comparison		-6%				
06	2018	47%	68%	-21%	52%	-5%
	2017	39%	68%	-29%	51%	-12%
Same Grade Comparison		8%				
Cohort Comparison		23%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	30%	57%	-27%	55%	-25%
	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	16	34	29	17	43	38	27				

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
ELL	17	29	23	26	42	32	23				
BLK	20	37	44	26	55	53	21				
HSP	23	34	21	31	42	33	42				
MUL	33	47		62	53						
WHT	47	44		49	48						
FRL	25	38	37	33	50	42	34				
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	9	24	21	15	26	28					
ELL	21	36	20	36	42	36	6				
BLK	19	37	50	30	41	35	13				
HSP	29	39	22	40	47	52	20				
MUL	46	53		43	37						
WHT	41	58		47	47						
FRL	26	44	45	35	44	41	19				

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	Learning Gains of Lowest 25%
Rationale	LG of L25% --37% made LG for ELA; 41% made LG for Math
Intended Outcome	L25% LG ELA goal: +3% to = 40% L25% LG Math goal: +4% to = 45%
Point Person	Christy Meraz (meraz.christy@brevardschools.org)
Action Step	
Description	<p>ELA</p> <ol style="list-style-type: none"> 1. 45 minute specific intervention block. 2. IReady for prescriptive pathways and deficits 3. Lexia for profound deficits 4. After school tutoring 5. Saturday school 6. Strengthening Core instruction
	<p>MATH</p> <ol style="list-style-type: none"> 1. Core instruction (Eureka) is a highly aligned math curriculum (2nd year of implementation). 2. I-Ready for prescriptive pathways and deficits 3. After school tutoring 4. Saturday schools
Person Responsible	Rosanna Cope (cope.rosanna@brevardschools.org)
Plan to Monitor Effectiveness	
Description	Both ELA and Math L25% will be monitored with IREADY diagnostics 3x year. I-ready will be used to monitor standards mastery bi-weekly.
Person Responsible	Chris Reed (reed.christopher@brevardschools.org)

Activity #2	
Title	Standards Aligned Instruction to Increase ELA, Math, and Science Proficiency
Rationale	ELA 3+ = 25% Math Proficiency 3+ had a gap of 29 from the state average. Science 3+ = 33%
Intended Outcome	ELA 3+ = 25% expected to improve SY18-19 to 40% Math 3+ = 33% expected to improve SY 18-19 to 40% Science 3+ = 33% expected to improve SY 18-19 to 40%
Point Person	Chris Reed (reed.christopher@brevardschools.org)
Action Step	
Description	<p>ELA:</p> <ol style="list-style-type: none"> 1. 10 Week explicit ELA instruction cycle focusing on 4 priority standards taught and assessed every 2 weeks. Data will be used to drive remediation and reteaching practices. 2. Standards-Focus Board (framing of lessons w/learning targets) used in all classrooms. Yesterday's check for understanding(CFU) drives today's small group/reteaching activities. Instructional coaches assigned to teachers deliberately based on need (CFU and bi-weekly data). 3. Complex text is utilized (Ready text) in all grade levels. 4. Develop coaching plans as needed for teachers/grade levels as identified in classroom walkthroughs weekly. <p>MATH:</p> <ol style="list-style-type: none"> 1. Implementation of standards-aligned curriculum (Eureka). 2. Standards-Focus Board (framing of lessons w/learning targets) used in all classrooms. Yesterday's check for understanding(CFU) drives today's small group/reteaching activities. Instructional coaches assigned to teachers deliberately based on need (CFU and bi-weekly data). 3. Develop coaching plans as needed for teachers/grade levels as identified in classroom walkthroughs weekly. <p>SCIENCE:</p> <ol style="list-style-type: none"> 1. Science content expert, Michelle Berry, will plan weekly with the 5th grade teachers to ensure that all benchmarks are taught. 2. The 5E instructional model of unit planning will be utilized, which is a best practice for Science instruction. 3. Direct instruction to students will be given on CER. This is the claim, evidence, and reasoning framework for scientific writing. It involves students using evidence to support their answers and then tying their evidence to a scientific concept. 4. Harris Science Super Saturdays will be held once a month starting in January where all 5th grade science teachers attended to increase their instructional practices in core science instruction. The topics for each Saturday will be chosen based on student needs identified from data on District Assessments. 5. All 5th graders participate in a 3-day Science Boot camp at the end of April as an extensive review of the Science Benchmarks. Hands on inquiry-based stations will be set up in each class and students rotate through each classroom.
Person Responsible	Chris Reed (reed.christopher@brevardschools.org)
Plan to Monitor Effectiveness	

ELA:
 ELA will be monitored with IREADY diagnostics 3x year.
 I-ready will be used to monitor standards mastery bi-week

MATH:
 Math will be monitored with Eureka mid module and end of module assessments

Description

SCIENCE:
 1. Use of collaborative planning to coordinate and track student mastery of standards.
 2. Utilize common formative science assessments (created by Title I resource teacher and 5th grade science teacher)
 3. Benchmark assessments three times a year.

Person Responsible Chris Reed (reed.christopher@brevardschools.org)

Activity #3

Title Discipline - Attendance
Rationale EWS data 93.07% (2396) attendance rate 17-18 school year
 1859 total referrals 2018-2019

Intended Outcome Attendance in EWS data will improve to 95%.
 Decrease referrals by 50% (1198)

Point Person Chris Reed (reed.christopher@brevardschools.org)

Action Step

Description

1. PBS Team
2. CHAMPS Trainers
3. Tier 2 Intervention Mentor Program
4. Social Emotional Development Groups
5. Full time Social Worker
6. Full time School Resource Officer
7. Restorative Practices
8. Attendance: phone at 3, letter and face to face at 5, IPST at 8, attendance resource at 9
9. Posting of daily attendance data in car loop
10. Student of the week, student of the month
11. Monthly Rewards Day
12. Quarterly socials/shopping opportunities
13. Positive behavior referrals

Person Responsible Melissa Parkhurst (parkhurst.melissa@brevardschools.org)

Plan to Monitor Effectiveness

Description Discipline Data
 RTi-B data
 CHAMPS PD/District observations
 EWS

Person Responsible Melissa Parkhurst (parkhurst.melissa@brevardschools.org)

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.

Endeavour has minimal parental involvement. Our goal is to reach more parents by using social media to keep them informed of upcoming events. We also have added more evening programs and family activities to get families back to school for academic and non-academic evenings. We will also provide childcare for parent trainings held during the evenings. This was a barrier for some parents as stated on the 2017-18 Parent Survey.

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.

Students are assigned mentors at the beginning of the school year. These mentors check on students weekly to monitor the well being academically as well as socially. When students are found to have social or emotional problems, the school guidance counselors will meet with them on a more regular basis and provide any services that the students may need. With the addition of the Community School, Health Services- medical (Pediatrics as well as Dental) and social-emotional needs of our school are being met by our Community School liasons and school Social Worker. This school year Endeavour will continue using Zones of Regulation to address the social emotional well being of our students.

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

Endeavour Elementary School assesses all students prior to entering kindergarten. English Language Learners are assessed with the WIDA and all students are assessed with the Florida Kindergarten Readiness Screener (FLKRS). These are administered to assess the readiness of each child for kindergarten.

Each May, Endeavour hosts a Kindergarten round up with our Headstart families. Information is given to parents on how to get them ready for kindergarten.

Guidance Counselors from area middle schools visit to speak with and assess our 6th graders in math. This assessment helps in the selection of math classes for 7th grade. Endeavour also communicates to parents when the middle schools will have parent nights for incoming students as well.

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 leadership team meets once a week along with the coaches to address the academic needs of the students. The Leadership team meets with each grade level monthly to help coordinate the MTSS/IPST process along with the ESE specialist. The leadership team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

Title I Part A- Endeavour Elementary School receives federal funding from the Title I program. We received \$496,248.00 for the 2018-2019 school year. This money is used to provide salaries for our Title I Coordinator/Parent Involvement Coordinator, Reading Coach, Science Coach, and four Instructional Assistants.

Title I Part C Migrant- Endeavour Elementary has 0 students coded as migrants at this time.

Title I Part D- The district receives federal money; Part D is handled at the district level; NA at the elementary level.

Title II- Professional development is provided to teachers through the District Professional Development Office.

Title III- Endeavour has 192 students identified as in need of ELL services from two ELL teachers and four ELL assistants.

Title X Homeless- District receives money to support homeless students through a resource teacher at the district office. Endeavour currently has 4 students listed as in transition.

Supplemental Academic Instruction- Endeavour participates in the SAI program through ASP. Our ASP program for the 2018-2019 school year has a primary focus on Literacy.

Violence Prevention Program- Endeavour has one guidance counselor. We participate in an anti bullying program through Eckerd Youth Alternative and Cocoa Police Department.

Nutrition Programs- Endeavour participates in a school wide free lunch program. All students who attend Endeavour receive a free breakfast and lunch daily. We have an active fitness/wellness plan with two highly qualified PE teachers. Every student also receives three healthy snacks a week through the Fresh Fruit and Vegetable Grant program.

HeadStart- This is Endeavour's sixth year working with the HeadStart program. We work closely with the district to ensure that funds and programs are implemented correctly.

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

Because of a partnership with Eastern Florida State College (EFSC), all of Endeavour's 6th graders will participate in a college field trip. They will spend the day on the EFSC campus and learn about options they will have in the future.

Part V: Budget

Total:

\$370,927.50