Endeavour Elementary School

2019-20 Schoolwide Improvement Plan

Table of Contents

Endeavour Elementary School

905 PINEDA ST, Cocoa, FL 32922

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

Demographics

Principal: Catherine Murphy M

Start Date for this Principal: 10/10/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (46%) 2017-18: D (36%) 2016-17: D (35%) 2015-16: D (38%) 2014-15: D (38%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

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)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	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.

Panthers to proficiency and beyond!

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Reed, Chris	Principal	Oversees all instructional initiatives school wide Coaches instructional and support staff to best serve our students Develops curriculum and progress monitoring checkpoints throughout the year Hires personnel Leads professional development Assigns duties and responsibilities as needed to all staff
Cope, Rosanna	Assistant Principal	
Meraz, Christy	Assistant Principal	
Parkhurst, Melissa	Teacher, ESE	
Thatcher, Tamra	Instructional Coach	
Coverdale, Lucille	School Counselor	
McBride, Christine	Instructional Coach	
Gautier, Dianne	Instructional Coach	
Hayes, Kayla	Teacher, K-12	Teacher
Alfonso, Javier	Instructional Coach	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	83	85	90	84	78	80	86	0	0	0	0	0	0	586
Attendance below 90 percent	14	17	10	16	12	18	17	0	0	0	0	0	0	104
One or more suspensions	0	3	4	4	7	12	13	0	0	0	0	0	0	43
Course failure in ELA or Math	0	0	2	0	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	19	39	47	50	0	0	0	0	0	155
Level 1 FSA Math	0	0	0	0	28	43	40	0	0	0	0	0	0	111
Level 1 FSA ELA	0	0	0	0	27	32	31	0	0	0	0	0	0	90
Level 1 ELA and MAth	0	0	0	0	16	28	21	0	0	0	0	0	0	65
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	3	7	10	19	18	0	0	0	0	0	0	57

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	2	1	3	21	3	0	1	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	3	3	4	0	0	0	0	0	0	10

FTE units allocated to school (total number of teacher units)
62

Date this data was collected or last updated
Wednesday 8/14/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	11	1	8	61	54	32	26	0	0	0	0	0	0	193

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	11	1	8	61	54	32	26	0	0	0	0	0	0	193

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	28%	62%	57%	27%	63%	55%
ELA Learning Gains	52%	60%	58%	42%	60%	57%
ELA Lowest 25th Percentile	59%	57%	53%	37%	52%	52%
Math Achievement	34%	63%	63%	36%	64%	61%
Math Learning Gains	59%	65%	62%	43%	62%	61%
Math Lowest 25th Percentile	61%	53%	51%	40%	52%	51%
Science Achievement	31%	57%	53%	20%	56%	51%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Number of students enrolled	83 (0)	85 (0)	90 (0)	84 (0)	78 (0)	80 (0)	86 (0)	586 (0)
Attendance below 90 percent	14 (81)	17 (67)	10 (66)	16 (96)	12 (93)	18 (49)	17 (46)	104 (498)
One or more suspensions	0 (12)	3 (3)	4 (9)	4 (21)	7 (25)	12 (15)	13 (11)	43 (96)
Course failure in ELA or Math	0 (0)	0 (19)	2 (19)	0 (6)	0 (14)	0 (7)	0 (8)	2 (73)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (67)	19 (78)	39 (61)	47 (42)	105 (248)

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Level 1 FSA Math	0 (0)	0 (0)	0 (0)	0 (0)	28 (0)	43 (0)	40 (0)	111 (0)
Level 1 FSA ELA	0 (0)	0 (0)	0 (0)	0 (0)	27 (0)	32 (0)	31 (0)	90 (0)
Level 1 ELA and MAth	0 (0)	0 (0)	0 (0)	0 (0)	16 (0)	28 (0)	21 (0)	65 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

EWS Indicators as Input Earlier in the Survey (table title)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	22%	64%	-42%	58%	-36%
	2018	27%	63%	-36%	57%	-30%
Same Grade Comparison	-5%					
Cohort Comparison						
04	2019	28%	61%	-33%	58%	-30%
	2018	21%	57%	-36%	56%	-35%
Same Grade Comparison	7%					
Cohort Comparison	1%					
05	2019	27%	60%	-33%	56%	-29%
	2018	17%	54%	-37%	55%	-38%
Same Grade Comparison	10%					
Cohort Comparison	6%					
06	2019	27%	60%	-33%	54%	-27%
	2018	26%	63%	-37%	52%	-26%
Same Grade Comparison	1%					
Cohort Comparison	10%					

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	21%	61%	-40%	62%	-41%
	2018	30%	62%	-32%	62%	-32%
Same Grade Comparison	-9%					
Cohort Comparison						
04	2019	34%	64%	-30%	64%	-30%
	2018	29%	59%	-30%	62%	-33%
Same Grade Comparison	5%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		4%				
05	2019	25%	60%	-35%	60%	-35%
	2018	23%	58%	-35%	61%	-38%
Same Grade Comparison		2%				
Cohort Comparison		-4%				
06	2019	45%	67%	-22%	55%	-10%
	2018	47%	68%	-21%	52%	-5%
Same Grade Comparison		-2%				
Cohort Comparison		22%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	28%	56%	-28%	53%	-25%
	2018	30%	57%	-27%	55%	-25%
Same Grade Comparison		-2%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	18	42	40	24	58	70	14				
ELL	20	46	54	37	62	55	25				
BLK	33	58	67	24	50	67	35				
HSP	23	46	56	38	63	55	28				
WHT	39	65		38	62		40				
FRL	29	51	55	35	59	61	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
SWD	16	34	29	17	43	38	27				
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				

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				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index

ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	362
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Proficiency rates (3+) in ELA (28), Math (34) and Sciences (31) showed the lowest performance. Endeavour has had years of deficient test scores. The majority of students are still working below grade level in all subject areas. Learning gains are on the rise which will begin to impact proficiency rates. The biggest areas of impact were seen in the growth of the L25 in both ELA and Math.
* ELA Proficiency was the lowest component. It had a three percent increase, which is an indication we are moving in the right direction.
* Math had a one percent increase, indicating movement in the right direction.
* Science had a two percent drop.
* As L25 scores continue to rise, so will Learning Gains for the majority of students. Proficiency rates will continue to rise as we consistently move students from two-three years below grade level, up at least one grade level each year.
* SWD is the only cell we did not meet ESSA criteria. Last year we achieved a score of 38%. We met the criteria in four of the five ESSA indicators from the previous year, where we failed to meet the minimum federal index on.
.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was science achievement. Last year in 2018, the data showed 33%. However, this year, it is at 31%. Although there was only a two percent decrease, this still exemplifies that we have to focus more heavily on this subject. A factor that contributes to this decline is a lack of focus on this subject in the primary grades. If students are "doing" science and writing about science, science proficiency scores will increase. Previously students have not been actively engaged or critically thinking with science instruction. ELA proficiency plays a role in the students abilities to perform. This will be addressed simultaneously.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA and Math both had a 29 point difference when compared to the State average. Science was not far off with a 22 point difference from the State average.
Proficiency rates are low at Endeavour. Students have been working below grade level and the state average for years.
Leaning gain data indicates academic achievement is on the rise. Students are moving towards proficiency in ELA and Math one learning gain at a time.
The integration of science into reading, mathematics, and other subject areas will end the long time gap in fifth grade science. To close this gap, Science must be taught in primary grades leading up to the FSA. Students will improve by having clear expectations of science instruction, and using the science block and lab more effectively.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was the Math Learning Gains for the Lowest 25%. In 2018, this component was at 41% and this year it was 61%. This 20% increase was possible with the Eureka math program and staying true to the rigor of the standards aligned content. High yield instructional practices were focused on and embedded into the school's instructional model.

Teacher turnover has also been on the decline. In 2017-18, 21 new teachers joined the staff, in 2018-19, 14 new teachers, and in the 2019-20 school year, only 4 joined the Endeavour teaching ranks. Teacher retention has allowed new learning from professional development to grow and become part of the daily culture. In past years, it was as if a new school was opening every year.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One area of concern is student attendance. Last year a total of 104 students' attendance fell below 90%, which result in lost learning opportunities.
Office discipline referrals are not on the EWS, but do take away from instructional time. Last year we had 668 office referrals (61% drop). This needs to continually be something we work on.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase ELA achievement
2. Increase Math achievement
3. Increase Science achievement
4. Increase attendance rates
5. Decrease discipline referral overall count

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Leaning Gains
Rationale	ELA LG of L25% 59%, LG of all 52% Math LG of L25% 61% LG of all 59%

State the measurable outcome the school plans to achieve	ELA L25% goal: +11% to = 70% ELA LG% goal: +8% to = 60% Math L25% goal: +9 to = 70% Math LG% goal: +11 to = 70%
Person responsible for monitoring outcome	Christy Meraz (meraz.christy@brevardschools.org)
Evidence-based Strategy	Exposing all learners to on grade level material - Opportunity Myth Collaborative planning for MTSS
Rationale for Evidence-based Strategy	Exposing all learners to on grade material - Opportunity Myth: Students working below grade level increased achievement by 7.3 months morso then students with similar abilities not exposed to OGL materials. Collaborative planning and the use of OGL text and the use of Eureka materials ensure OGL work. Students who started the year behind grew significantly more when they had access to grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations. Collaborative planning for MTSS: BGL students are grouped based on ability level. Research based programs are used such as LLI, 95% phonics and comprehension, Focus, and Zoom. Other tools are utilized after being discussed with a panel.

Action Step	
Description	ELA 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 7. Writers Workshops and use of Write Score assessments 8. BPI to address SWD cell (38% last year) Math 1. Core instruction (Eureka) is a highly aligned math curriculum (3rd year of implementation). 2. I-Ready for prescriptive pathways and deficits 3. After school tutoring 4. Saturday schools Both 1. Parent/Family engagement nights

      2. Title I resources (Literacy, Math, Science, and two Instructional coaches, 5 IAs)
      3. Ongoing PD in ELA and Math

Person Responsible	Rosanna Cope (cope.rosanna@brevardschools.org)

#2	
Title	Standard Aligned Instruction to Increase ELA, Math and Science Proficiency
Rationale	ELA 3+ = 28% Math Proficiency 3+ (34%) had a gap of 29 from the state average. Science 3+ = 31%

State the measurable outcome the school plans to achieve	ELA 3+ = 28% expected to improve SY19-20 to 40% Math 3+ = 34% expected to improve SY 19-20 to 45% Science 3+ = 31% expected to improve SY 19-20 to 40%
Person responsible for monitoring outcome	Chris Reed (reed.christopher@brevardschools.org)
Evidence-based Strategy	Exposing all learners to on grade material - Opportunity Myth
Rationale for Evidence-based Strategy	Exposing all learners to on grade material - Opportunity Myth: Students working below grade level increased achievement by 7.3 months more so then students with similar abilities not exposed to OGL materials. Collaborative planning and the use of OGL text and the use of Eureka materials ensure OGL work. Students who started the year behind grew significantly more when they had access to grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations.

Action Step	
Description	ELA: 1. Topic Units of Study, focusing on 4 priority standards. Culminating Tasks and Standards Mastery 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. 3. Complex text is utilized in all grade levels. 4. Instructional coaches assigned to all ELA teachers. Biweekly coaching cycle (observe, feedback, debrief, action step, practice, follow up) 5. Writers Workshop every 5 weeks and Write Score Assessment 3 times a year MATH: 1. Implementation of standards-aligned curriculum (Eureka). 2. Standards-Focus Board (framing of lessons w/learning targets) used in all classrooms. 3. Instructional coaches assigned to teachers. Biweekly coaching cycle (observe, feedback, debrief, action step, practice, follow up) 4. Develop coaching plans for teachers/grade levels as identified in classroom walkthroughs weekly SCIENCE: 1. Science content expert, Science Coach, 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.

All
1. Parent/Family engagement nights
2. Title I resources (Literacy, Math, Science, and two Instructional coaches, 5 IAs)
3. Ongoing PD in ELA, Math, Science
4. Teach Like a Champion Materials/training
5. FCTM Conference
6. Writers Revolution training
7. Leadership Institute
8. Weekly Coach Meeting
9. PD goals and schedule by quarter

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

#3	
Title	Discipline - Attendance
Rationale	The attendance rate for 18-19 school year was 92.7%, EWS data indicates 498 students had an attendance rate below 90%. 669 total discipline referrals 18-19 school year
State the measurable outcome the school plans to achieve	Attendance in EWS data will improve to 95% Decrease discipline referrals by 25% = 502
Person responsible for monitoring outcome	Javier Alfonso (alfonso.javier@brevardschools.org)
Evidence-based Strategy	CHAMPS, PBIS, and Restorative Practices/Circles
Rationale for Evidence-based Strategy	Children require strategies for communicating clear expectations and hiding students accountable for them (CHAMPS). Additionally PBIS will be used to provide a means to provide incentives (SWAG, Reward Day, SWAG Store) to recognize students making positive choices. Restorative Practices and Circles are used to build a strong relationships within and across classrooms. Routines are in place to address breakdowns in routines/expectations.

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 14 Attendance circles 15. Attendance Spirit Stick incentive/recognition 16. Recognize H.O.T (Here on time) classes at 100% 17. Wednesday High Attendance Day recognition 18. Sensory/focus tools will be used to increase focus and motivation 19. Lunch with principal 20. Social media announcements 21. Training and implementation of Restorative Practices and Restorative Circles

**Person
Responsible**   Lucille Coverdale (coverdale.lucille@brevardschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

A successful parent engagement program is in place at Endeavour Elementary. We have many events for our families to be involved in including but not limited to Literacy Night, Math & Science Night, Food Pantry/Resource Fairs, Boys to Men and Girls to Women programs. We offer a Family University where English, parenting, budgeting, resume writing, and other pertinent topics are offered. Through our Community HUB, we connect students and families with programs and services that build on daily classroom learning. We also connect students to dental and medical services, on-site counseling, after school tutoring and mentoring programs.

Endeavour utilizes many different forms of communications (in both English and Spanish) to build relationships with families. Monthly newsletters are sent home, blackboard messages are sent via phone and text, flyers, Facebook announcements, and the FOCUS program are also used to strengthen communication. We offer translation services at meetings and events. Families and community members are encouraged to participate in the School Advisory Committee (SAC), the Parent Teacher Organization (PTO), as well as volunteer at school and for any special events.

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.

Social-emotional needs of all students continue to be a priority for Endeavour Elementary. As part of our comprehensive plan, student are identified and assigned a mentor at the beginning of the school year. Students check-in with their mentor each day (both in the morning and afternoon) to monitor progress both academically and socially. Students and their mentors set goals for being safe, respectful, responsible and showing integrity. These goals are used as a discussion point between mentors, students and each student's teacher. 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. In addition, our on-site Social worker is available to counsel with students needing additional services. With the continuation 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 liaisons and school Social Worker. In addition, teachers and staff are continuing to use Restorative Practices and Circles to assist in addressing 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.

--Title I funding is used to provide academic support for Endeavour's struggling students through hiring of human capital including a Literacy Coach, Science Coach, Math Coach and Instructional Assistants. Title III- Endeavour has 227 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 10 students listed as in transition. Supplemental Academic Instruction- Our ASP program for the 2019-2020 school year has a primary focus on Literacy. Academic support and enrichment take place before and after school, during weekends and in the summer to supplement traditional learning during the school day. A variety of health and social services are available on the school campus. We participate in the Second Step program through Eckerd Youth Alternative with an Eckerd Youth Prevention Specialist on campus daily, which focuses on 3rd – 6th grade students. Endeavour also has two masters-level mental health counselors on campus (one FT and one PT) who provide intervention/de-escalation services. In addition, these counselors are facilitating Social/Emotional groups for targeted behaviors. Sensory focus tools will be utilized by teachers and staff to build motivation for students to meet academic and behavior goals. 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- Endeavour continues to offer pre-K by working with the HeadStart program.

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 Endeavour Elementary Leadership team meets once a week along with the coaches to address the needs of Endeavour students. Led by Mr. Reed, principal at Endeavour, the team discusses issues related to but not limited to academics, attendance, discipline, PBIS, MTSS and other pertinent areas. In addition, members of the Leadership team meet with each grade level monthly to help coordinate the MTSS/IPST process along with the ESE specialist. The leadership team monitors and adjusts the school's academic and behavioral goals through data gathering and data analysis.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Leaning Gains	$0.00

2	III.A.	Areas of Focus: Standard Aligned Instruction to Increase ELA, Math and Science Proficiency	$0.00
3	III.A.	Areas of Focus: Discipline - Attendance	$0.00
		Total:	$0.00