Endeavour Elementary School

2020-21 Schoolwide Improvement Plan

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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: 10/13/2017

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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.

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 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	2019-20	2018-19	2017-18	2016-17
Grade	C	C	D	D

School Board Approval

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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, position title, and job duties/responsibilities 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
Carver, Christina	Assistant Principal	Curriculum development Coaching Facilitation of grade level meetings Induction program Administrative duties as assigned
Meraz, Christy	Assistant Principal	Curriculum development Coaching Facilitation of grade level meetings Induction program Administrative duties as assigned
Parkhurst, Melissa	Teacher, ESE	ESE education LEA services Social emotional support team member
Coverdale, Lucille	School Counselor	Social emotional support team member Activity wheel Counseling Attendance Homeless
McBride, Christine	Instructional Coach	Leading PD Facilitating GLM Coaching teachers Curriculum development
Lenderman, Alicia	Instructional Coach	PBIS Social emotional team Academic Intervention PD
McCluney, Kellee	Instructional Coach	TOA PBIS Social emotional team Academic Intervention PD

Name	Title	Job Duties and Responsibilities
		Discipline Administrative duties as assigned
Hobson, Laura	Instructional Coach	Curriculum development Coaching of teachers Facilitation of GLM PD Other duties as assigned

Demographic Information

Principal start date
Friday 10/13/2017, Catherine Murphy M

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
7

Total number of teacher positions allocated to the school
61

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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](#).

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	78	85	80	97	84	82	80	0	0	0	0	0	0	586
Attendance below 90 percent	6	14	14	10	13	12	8	0	0	0	0	0	0	77
One or more suspensions	2	0	0	0	5	8	13	0	0	0	0	0	0	28
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	16	30	31	0	0	0	0	0	0	77
Level 1 on 2019 statewide Math assessment	0	0	0	0	15	29	31	0	0	0	0	0	0	75

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	1	0	0	0	17	20	31	0	0	0	0	0	0	69

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	4	0	1	0	0	1	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	1	4	6	0	0	0	0	0	0	11

Date this data was collected or last updated

Wednesday 9/2/2020

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	
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

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

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	
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

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

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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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%				
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				

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				

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0
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%	0
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%	0

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 rising which will 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.
* Math Proficiency had a one percent increase.
* Science had a two percent drop in proficiency.
* 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. In 2018-2019 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.
* i-Ready diagnostic data administered fall of 2020 showed 14% were proficient (tier 1), 37% tier 2, and 49% tier 3
* i-Ready math showed 7% were proficient (tier 1), 40% tier 2, and 53% tier 3
* FSSA preliminary data indicated that 4% or students were proficient on grade 3 and 4 standards. Individual benchmark progress monitoring to date shave shown the following proficiency rates:19% and 82%
.

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. In 2017, the data showed 33%. However, in 2018-2019, it was at 31%. Although there was only a two percent decrease, this still indicates that we have to focus more heavily on this subject. A factor that contributes to this decline is that teachers do not maximize allocated instructional time in the area of science in the primary grades. If students are engaged in science and writing about science, proficiency scores will increase. Previously students have not been actively engaged or critically thinking in 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.
Learning 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 in 2019 it was at 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, turnover rates meant that considerable professional development had to be done to train new staff on instructional practices.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

One area of concern is student attendance. During the 2018-2019 school year, a total of 104 students' attendance fell below 90%, which resulted in lost learning opportunities.
Office discipline referrals are not on the EWS, but do take away from instructional time. In 2018-2019, we had 668 office referrals (61% drop). This needs to be something we continually work on.

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

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

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale:	Endeavour's resources will be maximized by routinizing and regularly checking in with teacher leaders and coaches. Almost every teacher on the Endeavour staff will be assigned a coach. These coaches will set quarterly goals and small bite size action steps to work with the staff member they are assigned weekly. These action steps will be based on academic and cultural needs.
Measurable Outcome:	100% of grade level teachers in K-6 and ESE will have a quarterly goal and action steps set to help them improve.
Person responsible for monitoring outcome:	Chris Reed (reed.christopher@brevardschools.org)
Evidence-based Strategy:	Leverage your coaches and school leaders to support teachers' work in accelerating student learning. (TNTP Learning Acceleration Guide). In this study the they also state the benefits of a coaching protocol (Good to Great).
Rationale for Evidence-based Strategy:	Coaching and training go hand in hand. When working with a teacher you should be strengthening the material learned throughout the year when delivering PD. Every quarter a new Good to Great tool will be developed to serve as a coaching tool/ protocol. This will be used in delivering feedback. All coaches will log goals and actions steps with their assigned coachee. This will be updated weekly and reviewed.

Action Steps to Implement

Hold weekly Leadership Meetings - Monday morning
Hold weekly Coach Meetings - Monday afternoon
Develop Quarter 1-4 Good to Great lookfor/protocol
Develop Quarterly Tracking document
Develop a list of all meetings throughout the year to stay focused and thinking long term

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

Lead Tuesday Grade Level Meetings every other week at minumum in ELA and Math
Lead Science and i-Ready meetings one time per month
Lead MTSS meetings one time per month
Review all tier 2/3 data prior to MTSS meeting with leadership team

Person Responsible	Christy Meraz (meraz.christy@brevardschools.org)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Endeavour Elementary is focusing on 3 content areas for the 2020-2021 School Improvement Plan. FSA scores from 2018-2019 in ELA (students with 3+) = 28% Math Proficiency 3+ (34%) had a gap of 29 from the state average. Science 3+ = 31%
Measurable Outcome:	For the 2020-2021 school year, Endeavour Elementary plans to increase student achievement, in the following content areas: ELA 3+ = 28% expected to improve SY 20-21 to 40% Math 3+ = 34% expected to improve SY 20-21 to 45% Science 3+ = 31% expected to improve SY 20-21 to 40% For the 2020-2021 school year, Endeavour Elementary plans to increase student achievement in the SWD ESSA reporting category from 38% to 41%.
Person responsible for monitoring outcome:	Chris Reed (reed.christopher@brevardschools.org)
Evidence-based Strategy:	Exposing all learners to on grade material - Opportunity Myth Collaborative Planning in all content areas to communicate clear learning targets
Rationale for Evidence-based Strategy:	Opportunity Myth: Students working below grade level increased achievement by 7.3 months more so than 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 Steps to Implement

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.(T)
2. Standards-Focus Board (framing of lessons w/learning targets) used in all classrooms. Check for understanding(CFU) drives today's small group/reteaching activities.
3. Complex text is utilized in all grade levels.(T)
4. Instructional coaches assigned to all ELA teachers. Biweekly coaching cycle (observe, feedback, debrief, action step, practice, follow up)(T)
5. Standards-based planning facilitated by the Literacy Coach biweekly(T)
6. Writers Workshop every 5 weeks and Write Score Assessment 3 times a year(T)
7. Academic support tutoring beginning October 2020-April 2021 (once a week after school, and every other Saturday) to target students in grades 3.6 (T)
8. Utilization of iReady lessons weekly, as well as biweekly standards mastery assessments for students in grades 2-6. (T)

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

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)(T)
4. Develop coaching plans for teachers/grade levels as identified in classroom walk-throughs weekly.(T)
5. Standards-based planning sessions, facilitated by the Math Coach biweekly.(T)
6. Academic support tutoring beginning October 2020-April 2021 (once a week after school, and every other Saturday) to target students in grades 3-6. (T)

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

SCIENCE:
1. Science Coach plans weekly with the 5th grade teachers. (T)
2. The 5E instructional model of unit planning is utilized.
3. 5th Grade students participate in Zoo School. (T)
4. 4th Grade students participate in Lagoon Quest.(T)
5. Students in 4-6 are encouraged to participate in the Science and Engineering Fair (Nature of Science Standards).(T)
6. Direct instruction to students on CER. (claim, evidence, and reasoning for scientific writing).
7. Harris Science Super Saturdays will be held starting in January 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.
8. 5th graders participate in a 3-day Science Boot camp during 2nd semester as an extensive review of the Science Benchmarks. Inquiry-based stations will be set up in each class.

Person Responsible Cynthia Hornby (hornby.cynthia@brevardschools.org)

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

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

#3. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Based on 2018-2019 School Year: ELA LG of L25% 59%, LG of all 52% Math LG of L25% 61% LG of all 59%
Measurable Outcome:	Goal for 2020-2021 School Year ELA L25% goal: +11% to = 70% ELA LG% goal: +8% to = 60% Math L25% goal: +9 to = 70% Math LG% goal: +11 to = 70% For the 2020-2021 school year, Endeavour Elementary plans to increase student achievement in the SWD ESSA reporting category from 38% to 41%.
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 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. 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 Steps to Implement

ELA
1. 45 minute specific intervention block.(T)
2. IReady for prescriptive pathways and deficits (T)
3. Lexia for profound deficits (T)
4. After school tutoring (T)
5. Saturday school (T)
6. Strengthening Core instruction (T)
7. Writers Workshops and use of Write Score assessments (T)
8. BPI to address SWD cell (38% last year)
9. Utilize scaffolding strategies to support all students access to grade level work.
10. Diagnostics (such as i-Ready diagnostic, running records, DIBLES, DORF, PASI/PSI) will be used school wide to determine unfinished learning.
11. SWD students will receive intensive remediation during intervention block.

Person Responsible	Laura Hobson (hobson.laura@brevardschools.org)

Math
1. Core instruction (Eureka) is a highly aligned math curriculum (3rd year
of implementation).(T)
2. I-Ready for prescriptive pathways and deficits
3. After school tutoring
4. Saturday schools (T)

Person Responsible Christine McBride (mcbride.christine@brevardschools.org)

1. Parent/Family engagement nights (T)
2. Title I resources (Literacy, Math, Science, and two Instructional coaches, 5 IAs) (T)
3. Ongoing PD in ELA and Math

Person Responsible Christy Meraz (meraz.christy@brevardschools.org)

#4. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale:	The attendance rate for first 100 days of the school year 19-20 was 92.98%, EWS data indicates 169 students had an attendance rate below 90% during the 1st semester for 19 - 20 school year. 551 total discipline referrals 19-20 (through March) school year.
Measurable Outcome:	Attendance in EWS data will improve to 95% Decrease discipline referrals by 25% (from projected year end total of 785) = 589
Person responsible for monitoring outcome:	Alicia Lenderman (lenderman.alicia@brevardschools.org)
Evidence-based Strategy:	CHAMPS, PBIS, Conscious Discipline, 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. Conscious Discipline modules to build adult composure and deescalation skills for students.

Action Steps to Implement

1. The PBIS Team will train students and staff (T)
2. CHAMPS Trainers will train students and staff
3. Implement a Tier 2 Intervention Mentor Program and social emotional groups (T)
4. Hire a School Resource social worker
5. Implementation of Restorative Practices/Circles
6. Implement Attendance action plan: phone at 3, letter and face to face at 5, IPST at 5, attendance resource at 8
7. Hold a Student of the week and monthly Rewards day
8. Host quarterly socials when social distancing guidelines allow/shopping opportunities
9. Write positive behavior referrals
10. Recognize H.O.T (Here on time) classes at 100%6. Sensory/focus tools will be used to increase focus and motivation (T)
11. Select students for lunch with principal
12. Post positive social media announcements
13. Implement Conscious Discipline professional development and Tier 1 practices (T)

Person Responsible	Alicia Lenderman (lenderman.alicia@brevardschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

To ensure instructional cohesiveness during the Covid pandemic technology will be purchased/ used to help virtual learners access the same materials and instructional support brick and mortar students receive. (T)

Conscious Discipline materials will be utilized to deepen staff's understanding of the the theory behind Conscious Discipline. (T)

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

In alignment with the BPS strategic plan, Goal 1, Obj 3 (Provide equitable supports in a safe learning environment for every student's social, emotional, and behavioral development.) the following will be implemented:

A positive school culture includes building relationships with not only students, but also with parents, family, volunteers, community and additional stakeholders. 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 (including transportation, if needed), on-site counseling, after-school tutoring and mentoring programs.

Endeavour is a Community School with active involvement with outside agencies. Business partners and other organizations support connections between community resources and the school. In addition, several faith based organizations support the school through mentoring, tutoring, and financial supports for student resources.

Endeavour utilizes different forms of communication to build relationships with both English and Spanish speaking families. Monthly newsletters are sent home, Blackboard messages are sent via phone and text, flyers, Facebook announcements, marquee posts, backpack notifications, and the FOCUS program are all used to strengthen the positive school culture and build a communicative school relationship. Translations services are offered with family interactions, including meetings and events. As a Community Partnership school, Endeavour is the hub of the community, a place focused on student success and beyond. Parent involvement is a crucial part of a child's success. We offer opportunities for parents to play an active role in their child's education. Featured resources include parent engagement committees & activities, parent support services (on-site food pantry) and community outreach resources. Our Family University program empowers parents by providing education and personal develop (classes/seminars on topics such as

financial literacy, computers, employment readiness, ESOL, and GED).

Families and community members are encouraged to participate in school special events, as a volunteer (after COVID restrictions are lifted), in the School Advisory Council (SAC), and the Parent Advisory Council (PAC).

Feedback and recommendations obtained from the Parent Survey and the Youth Truth Survey are used by Endeavour to build positive culture & environment. In the most recent Parent Survey, 95% of parent respondents said they feel welcome at our school. The survey reflects a consistent pattern of communication between families and their student's teacher with 24% communicating daily with their student's teacher, 19.8% communicating weekly, and 25.6% communicating monthly. Similar statistics were reported for teachers reaching out to students and families. 57% of respondents reported that their child's school and/or teachers provided them with information on ways to help a student's learning at home. 68.6% of families surveyed stated they had been given opportunities to provide input/feedback on Title I services, school improvement, etc.

In the Youth Truth Survey, Endeavour achieved a 93% response rate with the highest rated themes being instructional methods & academic rigor. The highest rated question was "Does your teacher ask you if you understand what you are learning? (instructional methods) which is an indication of the positive culture and environment fostered by our instructional staff.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.