

Brevard Public Schools

Endeavour Elementary School



2021-22 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: 6/25/2021

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

* 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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-6</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">89%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	D

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SIP Authority

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<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	Position Title	Job Duties and Responsibilities
Murphy, Catherine	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 ESSA data monitoring Leads school based Leadership Team
Lenderman, Alicia	Assistant Principal	Discipline data and intervention Professional development Instructional coaching Subgroup data monitoring, ESOL data monitoring MTSS process monitoring Attendance data and intervention Curriculum- alignment, implementation, pacing, and supports Teacher Mentor Program
Allen, Marisa	Teacher, K-12	Data collection Title I Compliance Parent and Family involvement Data monitoring School leadership team Teacher Mentoring Instructional coaching
McBride, Christine	Math Coach	Instructional coaching Professional development School leadership team Data monitoring Intervention assistance and design
Parkhurst, Melissa	Other	Assists with data tracking for discipline Serves as LEA Assists teachers with BIP creation and intervention School leadership team Mentoring Data collection and monitoring ESE and 504 compliance
Nelson, Melanie	Assistant Principal	Discipline data and intervention Professional development Instructional coaching Subgroup data monitoring, ESOL data monitoring

Name	Position Title	Job Duties and Responsibilities
		MTSS process monitoring Attendance data and intervention Curriculum- alignment, implementation, pacing, and supports Teacher Mentor Program
Corriveau, Mikki	Reading Coach	Instructional coaching Professional development School leadership team Data monitoring Intervention assistance and design
Hornby, Cynthia	Science Coach	Instructional coaching Professional development School leadership team Data monitoring Intervention assistance and design

Demographic Information

Principal start date

Friday 6/25/2021, 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.*

0

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.*

5

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

660

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

12

Demographic Data

Early Warning Systems

2021-22

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	97	85	77	79	89	85	75	0	0	0	0	0	0	587
Attendance below 90 percent	9	20	16	20	21	31	25	0	0	0	0	0	0	142
One or more suspensions	0	4	7	1	7	7	8	0	0	0	0	0	0	34
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	2	10	0	0	0	0	0	0	0	0	0	12
Level 1 on 2021 FSA ELA	0	0	0	10	38	46	34	0	0	0	0	0	0	128
Level 1 on 2021 FSA Math	0	0	0	10	51	52	48	0	0	0	0	0	0	161

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	3	2	10	37	49	36	0	0	0	0	0	0	137

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	5	1	11	2	3	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	4	5	0	0	0	0	0	0	9

Date this data was collected or last updated

Wednesday 8/25/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				28%	62%	57%	25%	60%	56%
ELA Learning Gains				52%	60%	58%	37%	54%	55%
ELA Lowest 25th Percentile				59%	57%	53%	37%	46%	48%
Math Achievement				34%	63%	63%	33%	62%	62%
Math Learning Gains				59%	65%	62%	48%	59%	59%
Math Lowest 25th Percentile				61%	53%	51%	41%	49%	47%
Science Achievement				31%	57%	53%	33%	57%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	22%	64%	-42%	58%	-36%
Cohort Comparison						
04	2021					
	2019	28%	61%	-33%	58%	-30%
Cohort Comparison		-22%				
05	2021					
	2019	27%	60%	-33%	56%	-29%
Cohort Comparison		-28%				
06	2021					
	2019	27%	60%	-33%	54%	-27%
Cohort Comparison		-27%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	21%	61%	-40%	62%	-41%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2021					
	2019	34%	64%	-30%	64%	-30%
Cohort Comparison		-21%				
05	2021					
	2019	25%	60%	-35%	60%	-35%
Cohort Comparison		-34%				
06	2021					
	2019	45%	67%	-22%	55%	-10%
Cohort Comparison		-25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	28%	56%	-28%	53%	-25%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady used for all grade levels ELA and Math

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26/31%	26/31%	58/69%
	Economically Disadvantaged	26/31%	26/31%	58/69%
	Students With Disabilities	3/60%	3/60%	4/80%
	English Language Learners	7/24%	9/31%	14/48%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10/12%	32/39%	44/53%
	Economically Disadvantaged	10/12%	32/39%	44/53%
	Students With Disabilities	1/20%	2/40%	4/80%
	English Language Learners	1/3%	5/17%	12/41%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11/14%	13/17%	19/25%
	Economically Disadvantaged	11/14%	13/17%	19/25%
	Students With Disabilities	1/13%	1/13%	1/13%
	English Language Learners	2/6%	2/6%	1/3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5/7%	10/13%	18/24%
	Economically Disadvantaged	5/7%	10/13%	18/24%
	Students With Disabilities	0/0%	0/0%	2/25%
	English Language Learners	2/6%	1/3%	2/6%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5/6%	9/10%	25/31%
	Economically Disadvantaged	5/6%	9/10%	25/31%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	1/3%	3/10%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/2%	6/7%	23/28%
	Economically Disadvantaged	2/2%	6/7%	23/28%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	1/3%	1/3%	7/23%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23/24%	30/32%	43/46%
	Economically Disadvantaged	23/24%	30/32%	43/46%
	Students With Disabilities	1/7%	1/7%	4/27%
	English Language Learners	1/4%	5/21%	6/25%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4/4%	11/12%	19/20%
	Economically Disadvantaged	4/4%	11/12%	19/20%
	Students With Disabilities	1/7%	1/7%	2/13%
	English Language Learners	1/4%	0/0%	2/8%
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	3/4%	8/10%	12/14%
	Economically Disadvantaged	3/4%	8/10%	12/14%
	Students With Disabilities	0/0%	1/6%	1/6%
	English Language Learners	0/0%	0/0%	1/3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4/5%	10/12%	18/22%
	Economically Disadvantaged	4/5%	10/12%	18/22%
	Students With Disabilities	1/6%	0/0%	2/13%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Grade 6					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		6/13%	9/15%	17/24%
	Economically Disadvantaged		6/13%	9/15%	17/24%
	Students With Disabilities		1/8%	0/0%	1/8%
	English Language Learners		0/0%	0/0%	3/11%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		7/10%	8/11%	17/24%
	Economically Disadvantaged		7/10%	8/11%	17/24%
	Students With Disabilities		1/8%	1/8%	1/8%
	English Language Learners		0/0%	1/4%	3/11%
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	12	41	67	14	48		10				
ELL	20	40	48	18	29	48	21				
BLK	18	33		12	30	58	10				
HSP	20	39	48	17	28	45	19				
MUL	42			42							
WHT	30	50		13	27						
FRL	22	38	41	18	26	48	16				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	273
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
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	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	42
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	30
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Proficiency rates (3+) in ELA (21), Math (17) and Science (17) showed a significant decline last year. These scores represent the lowest proficiency rates in over six years. Endeavour has had years of deficient test scores. The majority of students are still working below grade level in all subject areas. Learning gains were rising pre-pandemic..

* ELA Proficiency was the lowest component prior to the pandemic. However, 2020-2021 scores showed less of a decline, 7 percent, when compared to Math and Science. Learning gains in ELA showed a 12 percent decline and L25 learning gains showed an 8 percent decline.

* Math Proficiency showed the largest decline, 17 percent, when compared to 2018-19 scores. Math learning gains showed a significant decline at 30 percent. L25 learning gains dropped by 10 percentage points.

* Science had a 14 percent drop in proficiency.

* Endeavor's data trend, prior to the pandemic, showed a steady increase in L25 learning gains. We anticipate that trend to return this school year. 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.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Initial iReady diagnostic data shows a significant trend downward in student proficiency over the past three years. In 2019-20, 23% of students scored 2 to 3 years below grade level. In 2020-21, 45% of students scored 2 to 3 years below grade level. In 2021-22, 51% of students scored 2 to 3 years below grade level. This data demonstrates a widening skill gap for students in Math. Proficiency scores showed a significant decrease from 2018-19 to 2020-21, decreasing by 17 percentage points. The was the largest decline for Endeavour.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Prior to the pandemic, Endeavour's progress monitoring scores demonstrated progress towards closing skill gaps and increasing proficiency. The pandemic created barriers which resulted in learning loss for students. Those missed learning opportunities exacerbated existing student skill gaps taking students farther from grade level expectation. Students experienced a lack of coherence in learning and instruction due to increased student absenteeism. Attendance concerns for students were the result of quarantine and eLearning students not accessing instruction regularly.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA scores, while showing a decline, showed the least amount of decline when compared to 2019 scores when compared to Math and Science. Proficiency showed a 7 percentage point decline, Learning Gains showed a 12 percentage point decline, and L25 Learning Gains showed an 8 percentage point decline. When compared to Math and Science these scores showed the least amount of decline.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Students were provided Saturday School opportunities, consistent access to iReady Reading through distance learning, increased focus on Parent Engagement around ELA supports, intervention consistently focused around ELA skills and strategies, and continued review of ELA skills across

content areas. Students who missed learning opportunities during the 2019-2020 school year had an easier time making up for missed learning in ELA given the consistent supports and skill review. Math skills missed created skill gaps that lead to lower proficiency rates due to the nature of math and spiraling of skills.

What strategies will need to be implemented in order to accelerate learning?

Students will be provided supports for unfinished learning to address missing content knowledge prior to grade level instruction. These supports will be the result of data analysis and pre assessment information. Teachers will increase instructional time beyond intervention and core to front load on-grade-level content.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Endeavour teachers will receive PD around the new BEST standards, implementation of those standards, and data analysis around those standards. Teachers will receive ongoing PD around the new ELA curriculum supporting instruction of BEST. In addition, teachers will receive PD on how to utilize iReady and its resources to provide acceleration supports for missed or fragmented learning.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Endeavour faculty are engaged in coaching cycles focused around TLaC strategies to improve instruction. Teachers will utilize Write Score data to create writing unit plans for improvement of student skill.

Endeavour students have an additional hour of school focused around intervention and ELA supports. We will be utilizing a parent liaison to address attendance concerns and work with families to improve consistent attendance for all students.

Endeavour faculty will address math deficiencies with small group instruction and targeted instruction to address skill gaps.

Teachers will continue to increase vocabulary instruction in context to build students' content knowledge.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:	<p>Endeavour Elementary is focusing on improving proficiency and learning gains via high quality instruction aligned to BEST and Science standards. FSA proficiency scores from 2020-21 demonstrate this need: ELA (students with 3+) = 21% Math Proficiency 3+ = 17% Science 3+ = 17%</p>
Measurable Outcome:	<p>Goals: ELA (students with 3+) = Increase proficiency in ELA from 21% to 40% as measured by FSA Math Proficiency 3+ = Increase proficiency in Math from 17% to 40% as measured by FSA Science 3+ = Increase proficiency in Science from 17% to 40% as measured by FSA</p>
Monitoring:	<p>Progress monitoring will occur via iReady ELA/Math and Penda data. Also, classroom walkthroughs to monitor and provide feedback will be conducted by leadership and coaching team.</p>
Person responsible for monitoring outcome:	<p>Catherine Murphy (murphy.catherine@brevardschools.org)</p>
Evidence-based Strategy:	<p>Exposing all learners to on grade material - Opportunity Myth Collaborative Planning in all content areas to communicate clear learning targets</p>
Rationale for Evidence-based Strategy:	<p>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 Benchmark/myPerspectives 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.</p>

Action Steps to Implement

- 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 2021-April 2022 to target students in grades 3-6. Tutoring for primary students will be dependant upon funding. (T)
 7. iReady lessons assigned as acceleration supports. (T)

Person Responsible Christine McBride (mcbride.christine@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 all 4th and 5th grade science teachers encouraged to attend 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)

ELA:

1. Implementation of Benchmark Advanced and myPerspectivies as aligned Tier I curriculum
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. Write Score Assessment 3 times a year(T)
7. Academic support tutoring beginning October 2021-April 2022 to target students in grades 3-6. Additional tutoring for primary students will be added dependant upon funding. (T)
8. Utilization of iReady lessons weekly, as well as monthly standards mastery assessments for students in grades 2-6. (T)
9. Listening centers incorporated in primary grades to give students access to above grade level text and modeled fluent reading (T)
10. MTSS implemented and monitored consistently

Person Responsible Mikki Corriveau (corriveau.mikki@brevardschools.org)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	District chronic absenteeism data for 20-21 indicates 30% of Endeavour students had chronic absenteeism concerns.
Measurable Outcome:	Absenteeism Goal: Reduce the number of students with chronic absenteeism to 20% or less.
Monitoring:	Biweekly data will be pulled and analyzed including: Attendance - Students with more than 5 absences, students with quarantine periods longer than 5 days, and students with chronic tardiness Classroom and Campus walk throughs conducted weekly to ensure CHAMPS, PBIS, and Conscious Discipline are in place and creating safe environments that inspire students to attend regularly.
Person responsible for monitoring outcome:	Alicia Lenderman (lenderman.alicia@brevardschools.org)
Evidence-based Strategy:	CHAMPS, PBIS, Conscious Discipline, Monitoring attendance data and communication practices, developing programmatic responses to barriers Children require strategies for communicating clear expectations and holding students accountable for them (CHAMPS). Additionally PBIS will be used to provide a means to provide incentives (SWAG, SWAG Store) to recognize students displaying schoolwide expectations. Restorative Practices and Circles are used to build a strong relationships within and across classrooms inspiring students to want to attend school regularly.
Rationale for Evidence-based Strategy:	Conscious Discipline modules to build adult composure and de-escalation skills for students creating an environment where students feel safe and valued. Attendance monitoring and monitoring of communication practices will ensure we are identifying students with absenteeism and tardiness issues and ensure we are communicating with parents when there is a problem. Developing programmatic responses to barriers will allow us to work with parents on common barriers to regular school attendance.

Action Steps to Implement

1. The CDAT Team will train students and staff (T)
2. Hire a Feeder chain Resource social worker
3. Hire a Parent and Family Liaison for attendance
4. Update and Implement Attendance action plan
5. Goal setting with intermediate students related to attendance and incentivize
6. Implement Conscious Discipline professional development and Tier 1 practices campus wide (T)
7. Run data reports bi-weekly
8. Parent contact for students with 5 or more absences biweekly

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

#3. Instructional Practice specifically relating to ELA

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%

Measurable Outcome:

For the 2021-2022 school year, Endeavour Elementary plans to increase student achievement, in ELA proficiency (3+) from 21% to 40%
 3rd Grade: 19% to 35%
 4th Grade: 15% to 35%
 5th Grade: 24% to 45%
 6th Grade: 21% to 45%
 ELA Learning Gains: 40% to 55%
 ELA Lowest 25% Learning Gains: 51% to 65%

Monitoring:

iReady progress monitoring assessments in ELA 3 times a year.
 Write Score writing assessments administered three times a year.
 iReady Standards Mastery assessments administered twice each nine weeks.
 Benchmark Unit Assessments administered at the end of each unit.

Person responsible for monitoring outcome:

Catherine Murphy (murphy.catherine@brevardschools.org)

Evidence-based Strategy:

Tier 1 (Core) Curriculum is on the 2021 approved Florida Instructional Materials Adoption list.
 Florida Benchmark Advance 2022 (K-5) ©2022, Florida Edition
 myPerspectives Florida English Language Arts Grade 6, ©2022, 1st Edition

Tier 2
 • i-Ready is supported by Promising Evidence according to Evidence for ESSA. **iReady: This approach helps educators accelerate growth and grade-level learning. These tools provide rigorous and motivating reading and mathematics instruction that: *Personalize pathways to growth with precise instruction that is guided by i-Ready Assessment data, * Motivate students to persist in building their skills and *Provide scaffolded support that meets the needs of all students.

Rationale for Evidence-based Strategy:

Tier 3
 Response to Intervention and Improving Adolescent Literacy: Effective Intervention Practices. Effect size: Response to Intervention – 1.29, Interventions for Learning Needs .77, Phonics Instruction: .70, Feedback .70, Scaffolding .82, Vocabulary Programs .62, Direct Instruction .60
 21% of students at Endeavour are proficient in ELA based on 21 FSA ELA Achievement data. Implementation of high quality ELA instructional materials with fidelity will support the explicit instruction of vocabulary, phonics, phonemic awareness, fluency and comprehension. High-quality reading instruction requires that teachers understand more than simply what to teach. Collaborative planning for instruction and use of high quality instructional materials will support teachers to understand how to identify their students’ instructional needs, select appropriate materials, organize instruction to maximize learning, and differentiate instruction to meet individual needs.

**iReady: Endeavour students arrive at varying ability levels. Driven by the i-Ready Diagnostic, lessons in Reading and Mathematics provide tailored instruction that meets students where they are in their journey and encourages them as they develop new skills. Tools for Instruction provide actionable, in-the-moment resources for addressing skills gaps in small group and one-on-one settings.

Action Steps to Implement

ELA:

1. Implementation of Benchmark Advanced and myPerspectives as aligned Tier I curriculum
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. Write Score Assessment 3 times a year(T)
7. Academic support tutoring beginning October 2021-April 2022 to target students in grades 3-6. Additional tutoring for primary students will be added dependant upon funding. (T)
8. Utilization of iReady lessons weekly, as well as monthly standards mastery assessments for students in grades 2-6. (T)
9. Listening centers incorporated in primary grades to give students access to above grade level text and modeled fluent reading (T)

Person Responsible Catherine Murphy (murphy.catherine@brevardschools.org)

ELA (Continued):

10. Teach Like a Champion Materials/training (T) with job embedded coaching
11. Weekly Coach Meeting
12. Title I resources (Literacy interventionist and 3 IAs) (T)
- 13: Multi-tiered system of support (MTSS) including: Walk to Intervention, data discussions, small group instruction with explicit phonemic awareness, phonics, fluency, comprehension and vocabulary instruction.

Person Responsible Mikki Corriveau (corriveau.mikki@brevardschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

[Safe Schools For Alex contains lagging data from 19-20 and prior.] Endeavour's 19-20 discipline data reveals a suspension average of 16.4 incidents per 100 students which is above the state average of 3.9 incidents per 100 students. This is a primary area of concern. A secondary area of concern is bullying which are 8 out of 12 of the major incidents that occurred in 19-20.

To address these areas school culture and environment will continue to be build through the following:

- * Children require strategies for communicating clear expectations and holding students accountable for them (CHAMPS).**
- * PBIS will be used to provide a means to provide incentives (SWAG, SWAG Store) to recognize students making positive choices.**
- * Restorative Practices and Circles are used to build a strong relationships within and across classrooms.**
- * Conscious Discipline modules to build adult composure and de-escalation skills for students. Schoolwide implementation of Conscious Discipline began in August 2021. Staff receive consistent PD and in-person coaching to increase fidelity and impact of the program.**
- * Some incidents are related to social-emotional trauma that students experience outside of school. Endeavour employs a social worker to support students identified as concerns.**
- *As a Community School, Endeavour has access to Mental Health supports through our Guidance Counselor, Eckard Connect, Children's Home Society, and additional service providers through our referral system.**

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.

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 medical and dental services (including transportation), on-site counseling, after-school tutoring, and mentoring programs.

Endeavour is a designated and accredited Community School with active involvement from many outside

agencies. Business partners and other organizations support connections between community resources and the school. In addition, several faith based organizations support Endeavour through mentoring, tutoring, family engagement events, 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. Translation services are offered during family interactions, meetings, and other events. As a Community Partnership school, Endeavour embraces their role as the hub of the community, a place focused on student successes, both here and beyond. Parent involvement is critical to a child's success and we offer opportunities for parents to play an active role in their child's education. Resources include participation in parent engagement committees and activities, parent support services (food and clothing pantries), and community outreach programs (drive through resource fairs). Families and community members are encouraged to participate in school special events, the School Advisory Council (SAC), and the Family Advisory Council (FAC).

Feedback and recommendations obtained from the 2021 Parent Survey and the Youth Truth Survey are used by Endeavour to build and improve positive culture and environment. In this year's Parent Survey, 90% of parent respondents feel welcome at our school. The survey reflects a consistent pattern of communication between families and teachers with 25% of families reaching out to teachers weekly and 36% of families reaching out monthly. Similar statistics were reported for teachers reaching out to students and families with 28% receiving daily communications from their child's teacher, 22% receiving weekly communications, and 26% receiving monthly communications. 48% of respondents reported that they received information on ways to help a student's learning at home. 68% of surveys returned stated that they had been given opportunities to provide input/feedback on Title I services, school improvement, etc.

In the most recent Youth Truth survey, Endeavour achieved a 100% response rate with the highest rated themes being Academic Challenge and Culture. The highest rated question was "Do you learn interesting things in class?" which is an indication of the positive and engaging academic environment fostered by our instructional staff.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Parents
 Teachers
 Students
 Community Partners
 Leadership Team
 Staff

Endeavour engages families, students, and all faculty in a shared understanding of academic and behavioral expectations as well as high-quality instruction.

- TEACHERS communicate high expectations for all students. Teachers meet in grade level meetings weekly to routinely examine disaggregated data to look for themes/patterns among student groups. This data and the following, discipline referrals or incident reports, in and out-of-school suspension and attendance also forms the basis for discussions of what's working (or not) for particular groups within a school and What needs to be done. The school provides orientation for new teachers and ongoing support from a mentor teacher. Teachers establish and practice clear expectations and classroom procedures, and provide frequent feedback to students, and encourage students to be caring and respectful to one another and teachers model such interactions in the classroom. The schools, curriculum and teachers' lesson plans

draw on the diverse interests and experiences of students.

- LEADERS demonstrate how those beliefs manifest in the school building. For example: • Collaborative planning is solutions-oriented and based in disaggregated data • Student work is displayed throughout school

The administration ensures that teachers have resources, training, and ongoing support to meet them and provides frequent, constructive feedback, and actively makes themselves available to teachers and staff. The leadership team actively solicits staff feedback on school-wide procedures and creates opportunities for teachers to assume leadership roles. They also structure the master schedule to include collaborative planning and ensure it is rooted in data on student progress and interests

- STUDENTS A clear code of conduct for students and adults with input from students, families, and school personnel has been created. Such as, establishing specific strategies, but attainable for reducing disproportionate discipline with staff, student, and family input. Implementing evidence-based alternatives to exclusionary discipline (e.g., restorative practices and positive behavioral supports) and provide ongoing training and feedback to teachers on implementing these approaches.

- PARENTS & COMMUNITY :

SCHOOL ADVISORY COUNCIL (SAC) - The school has established an infrastructure to support family engagement, such as a decision-making SAC council. It reaches out to families and the community early and often - not just when there is an issue. Seeking input from families on how the school can support students, and follow up with what's being done as a result. We also ensure that logistics of parent/teacher conferences and other school events enable all parents to participate (schedule to accommodate varied work hours, offer translation, and provide food and childcare). It is a priority for the school to intentionally engage with families of historically under-served students (e.g., by providing opportunities for small-group conversations with school leaders).