Brevard Public Schools

Endeavour Elementary School

2022-23 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: 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: D (37%) 2018-19: C (46%) 2017-18: D (36%)
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	CSI
* 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)	**2021-22 Title I School**	**2021-22 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	90%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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
Nelson, Melanie	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
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
Corriveau, Mikki	Reading Coach	Celebrate Literacy Week Coaching team School-based Leadership Team member Literacy Support/Coaching Literacy Professional Development Data Analysis Intervention Support Grade level planning support Literacy Leadership Team member
Lyons, Debbie	Other	Participate in school leadership team Member of problem solving team Finding services to meet family and community need Organizing services through the Community Partnership School Collaborate with Principal

Name	Position Title	Job Duties and Responsibilities
Choplin, Amanda	Science Coach	Instructional coaching Data monitoring Mentor Program lead Science Point of Contact Science Saturday organizer Zoo School Contact School-based Leadership Team member Science Professional Development Grade level planning support
Parkhurst, Melissa		MTSS Coordinator CDAT member Discipline Team member CPI Contact/Restraint and Seclusion reporter LEA Representative ESE compliance support Coaching team IEP and 504 Support BIP creation support School-based Leadership Team member Student Support Team member SRI Contact
DellaRocco, Candice	Teacher, K-12	PBIS Contact Conscious Discipline Lead/CDAT Lead Instructional coaching Professional development School leadership team Discipline Data Student Support Team lead
Ruiz, Nicole	Math Coach	Coaching team School-based Leadership Team member Math Support/Coaching Literacy Professional Development Data Analysis Intervention Support Grade level planning support

Demographic Information

Principal start date
Friday 6/25/2021, Catherine Murphy M

Number of teachers with a 2022 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.*
2

Number of teachers with a 2022 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.*

11

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

685

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

18

Identify the number of instructional staff who joined the school during the 2022-23 school year.

17

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	96	105	85	111	65	91	94	0	0	0	0	0	0	647
Attendance below 90 percent	2	28	21	22	14	18	17	0	0	0	0	0	0	122
One or more suspensions	0	5	6	10	9	11	14	0	0	0	0	0	0	55
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 2022 statewide FSA ELA assessment	0	0	0	31	20	52	52	0	0	0	0	0	0	155
Level 1 on 2022 statewide FSA Math assessment	0	0	0	24	26	60	62	0	0	0	0	0	0	172
Number of students with a substantial reading deficiency	0	25	44	31	0	0	0	0	0	0	0	0	0	100

Using the table above, complete the table below with the number of students by current grade level who have 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	1	1	13	17	19	21	0	0	0	0	0	0	72

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	0	29	3	0	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	1	1	1	5	0	0	0	0	0	0	8

Date this data was collected or last updated

Tuesday 8/30/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	23%	61%	56%				28%	62%	57%
ELA Learning Gains	44%						52%	60%	58%
ELA Lowest 25th Percentile	58%						59%	57%	53%
Math Achievement	21%	49%	50%				34%	63%	63%
Math Learning Gains	46%						59%	65%	62%
Math Lowest 25th Percentile	53%						61%	53%	51%
Science Achievement	16%	60%	59%				31%	57%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	22%	64%	-42%	58%	-36%
Cohort Comparison		0%				
04	2022					
	2019	28%	61%	-33%	58%	-30%
Cohort Comparison		-22%				
05	2022					
	2019	27%	60%	-33%	56%	-29%
Cohort Comparison		-28%				
06	2022					
	2019	27%	60%	-33%	54%	-27%
Cohort Comparison		-27%				

				MATH			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	21%	61%	-40%	62%	-41%
Cohort Comparison		0%				
04	2022					
	2019	34%	64%	-30%	64%	-30%
Cohort Comparison		-21%				
05	2022					
	2019	25%	60%	-35%	60%	-35%
Cohort Comparison		-34%				
06	2022					
	2019	45%	67%	-22%	55%	-10%
Cohort Comparison		-25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	28%	56%	-28%	53%	-25%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-28%				

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	7	45	63	7	41	63					
ELL	24	52	53	22	44	49	15				
BLK	20	43	79	13	41	57	6				
HSP	23	48	51	22	45	50	17				
MUL	29	20		36	70						
WHT	17	29		30	63						
FRL	25	44	67	25	47	63	18				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	39
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	52
Total Points Earned for the Federal Index	313
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	38

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	39
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	35
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

61% of Endeavour's students who took the FSA for Mathematics scored a level 1. 62% of Endeavour's English Language Learners who took the FSA for Mathematics scored a level 1. 70% of Endeavour's Black/African American students who took the FSA for Mathematics scored a level 1

55% of Endeavour's students who took the FSA for English Language Arts scored a level 1. 55% of Endeavour's English Language Learners who took the FSA for English Language Arts scored a level 1. 61% of Endeavour's Black/African American students who took the FSA for English Language Arts scored a level 1.

66% of Endeavour's students who took the State Science Assessment scored a level 1. 68% of Endeavour's English Language Learners who took the State Science Assessment scored a level 1. 82%

of Endeavour's Black/African American students who took the State Science Assessment scored a level 1.

iReady diagnostic data indicates that our students struggle with mastering phonics skills. Over 50% of our first through third grade students show deficiencies in phonics skills. 56% of English Language learners show a deficit in phonics compared to 31% of non-ELL students. 40% of Black/African American students show a deficit in vocabulary. Vocabulary is another area of need. Over 60% of students at each grade level, first through sixth, show deficiencies in vocabulary. 82% of English Language learners show a deficit in vocabulary compared to 60% of non-ELL students. 67% of Black/African American students show a deficit in vocabulary.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Proficiency in ELA and Math demonstrate the greatest need for improvement.

23% of Endeavour students who took the FSA for ELA scored a level 3 or above. 21% of Endeavour students who took the FSA for Mathematics scored a level 3 or above.

iReady diagnostic data demonstrated growth for Endeavour students in ELA and in Math specifically in the categories of students scoring 2+ years below grade level and those achieving grade level. Comparing initial diagnostic data to end of the year diagnostic data both reading and math saw a 22 percentage point increase in students who were scoring on grade level. By the end of the year, the percent of students scoring 2 or more years below grade level saw a 20 percentage point improvement in math and an 11 percentage point improvement in ELA. However, the percent of students meeting typical growth and stretch growth continue to demonstrate a need for improvement. 47% of students met their typical growth in iReady for ELA. Only 21% of students met their stretch growth in ELA which ultimately improves fragmented skills and brings students closer to proficiency. 38% of students met their typical growth in iReady for Math. Only 13% of students met their stretch growth for math.

Endeavour students are slightly more proficient in ELA than Math. However, both areas demonstrate a need for improvement. Only 16% of students who took the state assessment scored a level 3 or above.

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

Endeavour's absenteeism rate has seen a drastic increase in the past three years. 171 students were identified in 2018-19 as having chronic absenteeism. That increased to 147 students in 2019-20 and continued to increase to 364 students in 2020-21. Absenteeism is a huge barrier as it creates fragmented skills based on lack of exposure and instruction.
Improving our monitoring and action steps taken to address absenteeism is needed. In order for students to improve skills they must be in attendance. Restructuring our attendance team to include a variety of essential staff will ensure that students and families receive the support needed to improve attendance. Increasing the frequency of our attendance team meetings and utilizing our community school supports will assist in addressing attendance issues. Improving planning practices for ELA and Mathematics will assist with instructional supports to address the variety of student levels. Restructuring intervention and ESOL program supports will also assist with improving student success and movement towards proficiency.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

FSA Math learning gains showed the greatest improvement with a 17 percentage point increase from 2021 to 2022. Looking at specific grade level data, 3rd grade students in 2021 demonstrated a 6

percentage point increase in students scoring Level 3 and above on the 4th grade FSA math for 2022. 4th grade students in 2021 also demonstrated a 6 percentage point increase in students scoring Level 3 and above on the 5th grade FSA math for 2022.

FSA learning gains for ELA also showed noteworthy improvement. Overall learning gains showed a 4 percentage point increase. While learning gains for the lowest quartile showed a 7 percentage point increase.

Looking at specific strand data for ELA, our students overall showed higher performance in the areas of Craft and Structure and Conventions of Standard English. Looking at specific strand data for Math at each grade level students showed higher performance in the following areas: 3rd grade: Operations, Algebraic Thinking, and Numbers in Base Ten, 4th grade: Numbers and Operations in Base Ten, 5th grade: Measurement, Data, and Geometry, 6th grade: The Number System.

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

4th and 5th grade levels showed the highest attendance and most consistent attendance for after school tutoring and Saturday School opportunities. Those students spent time on foundational skills in math and reading to support their classroom instruction. The additional instructional hours attributed to the gains these students demonstrated, especially in regards to Math. In addition, these grade levels had support from district and school math content coaches.
Endeavour has a solid structure for ELA intervention in regards to students receiving tier 2 and 3 instruction. Teachers utilize research-based materials with fidelity. Students utilize iReady reading on a consistent basis which also helps to support students in building skills in identified deficit areas. Students also utilize Lexia to support deficits in Phonics and Comprehension.

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

Small group instruction needs to occur daily in Math and ELA to support students with accessing skills needed to master grade level benchmarks. Consistent use of Lexia and iReady My Path for all students as support programming. Increased monitoring of intervention data needs to occur to ensure students are moving through skills at an acceptable pace. Increasing the additional hours of instruction, starting Saturday school and afterschool tutoring earlier in the year. Implementing math curriculum that is benchmark-aligned.

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.

Teachers will have consistent coaching cycles starting day 1 of preplanning. Additionally, teachers will meet every Tuesday for grade level meetings that are designed to support instruction in ELA and Math. Instructional support personnel will receive training on intervention materials to support their roles with intervention. Professional development will be based on walkthrough data collected using our school-wide tool. Data review sessions will occur more frequently as FAST and iReady diagnostic data becomes available. Our Literacy Leadership Team will have a structured focus on reviewing coaching plans, intervention data, and schoolwide instructional trends. The attendance committee will increase the frequency of meetings and undergo training as a team by a district attendance resource teacher to ensure we are implementing the referral process with fidelity. Coaches will observe intervention instruction more consistently and provide feedback and coaching as needed. Coaches will receive additional professional development not just in regards to instructional strategies, but also in content delivery to ensure coaches have clarity around all content areas.

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

Coaching PD will be captured and stored in a location accessible by administration and coaches allowing for review and future use. Teacher professional development will also be made accessible to staff for review and use during coaching. Systems and structures will be documented, reviewed, and updated on a regular basis to ensure impact. Systems and structures are created, used, and shared with multi member teams to ensure cross training occurs as turnover is often a barrier to forward progress. Additional support and coaching will be offered to primary teachers to ensure that students have a solid foundation in which to continue to build skills upon. Creating a sustainable partnership with Creel Elementary so grade level teachers, support staff, coaches, and administration have additional thought partners and collaborators to ensure continued growth.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Endeavour saw an increase of 4 percentage points relating to Math proficiency when comparing 21-22 data to 20-21 data. Student overall learning gains saw a 17 percentage point increase while students in the lowest quartile only saw a 2 percentage point increase.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	iReady Diagnostic 3 data for the 2021-22 school year indicated the following proficiency by grade level. Goals for the 2022-23 school year are noted by month. 1st grade- 52%: Oct: 58% Feb: 65% 2nd grade- 20%: Oct: 35% Feb: 50% 3rd grade- 28%: Oct: 40% Feb: 60% 4th grade- 29%: Oct: 40% Feb: 60% 5th grade- 20%: Oct: 35% Feb: 50% 6th grade- 19%: Oct: 35% Feb: 50% F.A.S.T. PM 1 data indicated the following proficiency by grade level. Goals for PM 2 and 3 follow the baseline data. Kindergarten- PM1: 42% 60: XX% PM3: 80% 1st grade- PM1: 70% PM2: 80% PM3: 90% 2nd grade- PM1: 50% PM2: 65% PM3: 85% 3rd grade- PM1: 2% PM2: 20% PM3: 35% 4th grade- PM1: 3% PM2: 20% PM3: 35% 5th grade- PM1: 1% PM2: 20% PM3: 35% 6th grade- PM1: 2% PM2: 20% PM3: 35%
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring evidence will be collected through walkthrough data, individualized coaching plans, and data chats (grade level and individual). Progress monitoring will also occur through iReady diagnostic data, intervention data, and FAST PM data.
Person responsible for monitoring outcome:	Alicia Lenderman (lenderman.alicia@brevardschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Reveal Math and EdGems curriculum are strategically designed to fuel active student engagement and deepen conceptual understanding. This coherent, vertically aligned K–5 and 6th grade Tier 1 math curriculum will help uncover the mathematician in every student through productive struggle, rich tasks, inquiry opportunities, and mathematical discourse.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Evidence supports that teaching strategies increase when teachers are given time to collaborate with peers and build their skills utilizing quality, aligned materials. Collaborative planning, when paired with walkthroughs, specific feedback, consistent coaching, and data analysis, can yield great results for all learners.

| **Action Steps to Implement** |
| List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step. |

Instructional Practice Action Steps:
Benchmark-aligned planning sessions facilitated by Math Coach
Academic support tutoring provided to students after school and on Saturdays (T1)
Implementing benchmark-aligned curriculum with fidelity
Grade level meetings focused on benchmark clarification and training
Teachers will provide small group instruction daily based on data
Teachers will embed Mathematical Thinking and Reasoning standards within planned lessons

| **Person Responsible** | Nicole Ruiz (ruiz.nicole@brevardschools.org) |

Coaching Action Steps:
Utilize Math Coaches to support grade level planning (T1)
Coaching plans developed for teachers/grade levels based on walkthrough data
Coaching team will provide tiered levels of support
Coaches will receive professional development based on content delivery and strategies to be embedded within instruction

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

Leadership Action Steps:
Lookfors created to provide clarity of expectation when observing math instruction.
Planning protocol created to guide planning for benchmark-aligned instruction and practice of strategies/ skills/concepts to be presented
Walkthrough data collected monthly on lookfors; used to guide professional development and coaching plans.

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

Provide additional academic opportunities for students after school and on Saturdays

Math Coaches & Administration
-The team will identify students who need additional supports for Math
-The team will encourage students who were invited but are not attending

Math Coaching
-Math Coaches providing professional development on materials to be utilized
-Coaches and Admin will observe instruction

Assessment
-Data reviewed consistently to determine growth and continued need
-Groupings updated based on student need

| **Person Responsible** | Melanie Nelson (nelson.melaniemarie@brevardschools.org) |

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Endeavour students dropped in proficiency when comparing 2021 FSA data to 2022 data. Overall, Endeavour students have performed below 20% proficiency for the last two years. Science proficiency data closely mirrors the fifth grade ELA proficiency data indicating our students struggle with readability of the science content.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	FSA data from 2021-22 school year indicated that 21% of Endeavour's 4th grade students were proficient in ELA. The 5th grade State Science Assessment data demonstrated a 1 percentage point drop from 17% proficiency in 2020-21 to 16% in 2021-22. Endeavour students will show a 14 percentage point gain on the State Science Assessment for the year 2022-23 for a total of 30%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring evidence will be collected through walkthrough data, individualized coaching plans, and data chats (grade level and individual). Progress monitoring will also occur through Penda and district assessment data.
Person responsible for monitoring outcome:	Amanda Choplin (choplin.amanda@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Collaborative planning with the utilization of materials that are standards-aligned and encompasses the Five E model to support hands-on science instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Evidence supports that teaching strategies increase when teachers are given time to collaborate with peers and build their skills utilizing quality, aligned materials. Collaborative planning, when paired with walkthroughs, specific feedback, consistent coaching, and data analysis, can yield great results for all learners.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Instructional Practice Action Steps:
Standard-aligned planning sessions facilitated by Science Coach (T1)
Academic support tutoring provided to students on Saturdays (T1)
Implementing standards-aligned curriculum with fidelity.
Modeling and Instructional practice support provided by Science Coach (T1)
Penda data monitored by Science Coach (T1)

Person Responsible	Amanda Choplin (choplin.amanda@brevardschools.org)

Coaching Action Steps:
Coaching plans developed for teachers/grade levels based on walkthrough data
Coaching team will provide tiered levels of support
Coaches will receive professional development based on content delivery and strategies to be embedded within instruction.

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

Leadership Action Steps:
Lookfors created to provide clarity of expectation when observing science instruction.
Walkthrough data collected monthly on lookfors; used to guide professional development and coaching plans.

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

Provide additional academic opportunities for students after school and on Saturdays

Science Coach & Administration
-The team will identify students who need additional supports for Science
-The team will encourage students who were invited but are not attending

Science Coaching
-Science Coach providing professional development on materials to be utilized
-Coach and Admin will observe instruction

Assessment
-Data reviewed consistently to determine growth and continued need
-Groupings updated based on student need

Person Responsible   Melanie Nelson (nelson.melaniemarie@brevardschools.org)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Third grade proficiency data indicates a need for improved instructional practices in K-2.
D3 i-Ready data from 21-22 shows:
30% of students in 1st grade are not on track to score grade level or above on the statewide ELA assessment.
61% of students in 2nd grade are not on track to score grade level or above on the statewide ELA assessment.

Planning sessions need to have a clear structure to focus on the alignment of benchmarks, resources, student tasks, assessments, and the transfer to instruction

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

21-22 FSA Data shows 76% of 3rd Graders, 79% of 4th Graders and 84% of 5th Graders scored below grade level. (Levels 1 and 2)
D3 i-Ready data from 21-22 shows:
63% of students in 3rd grade are not on track to score grade level or above on the statewide ELA assessment.
59% of students in 4th grade are not on track to score grade level or above on the statewide ELA assessment.
70% of students in 5th grade are not on track to score grade level or above on the statewide ELA assessment
85% of students in 6th grade are not on track to score grade level or above on the statewide ELA assessment

Increasing Primary Literacy Achievement so that gaps will not be as prominent in 3-5

Planning sessions need to have a clear structure to focus on the alignment of benchmarks, resources, student tasks, assessments, and the transfer to instruction

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

F.A.S.T. PM 1 data indicated the following proficiency by grade level. Goals for PM 2 and 3 follow the baseline data.
Kindergarten: PM1: 21% PM2: 32% PM3: 40%
1st grade- PM1: 34% PM2: 45% PM3: 60%
2nd grade- PM1: 29% PM2: 40% PM3: 65%

D1 and D2 goals for i-Ready data from 22-23:
Kindergarten: D1: 50% proficiency D2: 80% proficiency

1st grade: D1: 55% proficiency D2: 85% proficiency
2nd grade: D1: 50% proficiency D2: 80% proficiency

Grades 3-5: Measureable Outcome(s)

F.A.S.T. PM 1 data indicated the following proficiency (and above) by grade level. Goals for PM 2 and 3 follow the baseline data.
3rd grade- PM1: 13% PM2: 25% PM3: 35%
4th grade- PM1: 16% PM2: 25% PM3: 35%
5th grade- PM1: 7% PM2: 20% PM3: 35%
6th grade- PM1: 16% PM2: 25% PM3: 35%

D1 and D2 goals for i-Ready data from 22-23:
3rd grade: D1: 50% proficiency D2: 80% proficiency
4th grade: D1: 55% proficiency D2: 85% proficiency
5th grade: D1: 40% proficiency D2: 70% proficiency
6th grade: D1: 40% proficiency D2: 70% proficiency

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Progress Monitoring throughout the year will include:
*Teachers will monitor student progress in ELA utilizing the state progress-monitoring system FAST three times per year, as well as the iReady diagnostic twice a year.
*Teachers in Grade K will utilize PASI and KLS assessments
*Teachers in Grades 1-2 will utilize PSI and ORR to monitor student progress on foundational reading skills.
*Teachers in Grades 1-6 will monitor student reading fluency utilizing the DORF.
*Teachers will monitor student progress in PA, Phonics, and Comprehension on Lexia.
*Teachers will also monitor comprehension utilizing district assessments aligned with Savvas and Benchmark programs.
*Admin will monitor all grade level data to determine trends and adjust planning/instruction/intervention as needed.
* Walkthrough data will be collected and monitored
* Coaching plans developed with coaches based on observation
*Coaches and coaching plans monitored for instructional impact

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Murphy, Catherine, murphy.catherine@brevardschools.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Explicit instruction
o Introduces new content, concept, or skill clearly and directly
o Models/demonstrates use of the new or retaught content, concept, or skill
o Frequent opportunities for guided and independent practice

Scaffolded instruction
o Open-ended questions, prompts and cues, breaking down into smaller steps, visual aids, examples and/or encouragement
o Gradual release until student(s) can perform independently

Benchmark Advance
o All instructional materials are aligned with B.E.S.T. Standards
o Implementation of high-quality ELA instructional materials with fidelity will support the explicit instruction of phonemic awareness, phonics, fluency, vocabulary, and comprehension
o Focus on tightening up delivery of instruction focusing on the systematic, explicitness of instruction and reinforcing the "why" – with Science of Reading

Collaborative Planning
o Supports consistent, high-quality implementation of Benchmark Advance
o Allows for instructional strategies, resources, tools, and materials to be scaffolded and differentiated

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

All evidence-based practices/programs listed above address the identified need that is improving primary literacy achievement. The identified practices/programs show proven record of effectiveness for the target population as they are:
o B.E.S.T. Standards Aligned
o Aligned with the Brevard K-12 Comprehensive Evidence-based Reading Plan
o Meet Florida's definition of evidence-based
o Systematic and/or Explicit

o Geared towards struggling readers with an emphasis on Foundational Skills such as Phonological Awareness and Phonics

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Teachers will plan collaboratively with support to ensure alignment of task, text, and questioning. Literacy Leadership: o Define roles and responsibilities of team members (coaches, teachers, administrators, district) for before, during and after common planning sessions. o Develop content area Planning Protocols that will delineate expectations for benchmark-aligned instructional practices. o Establish Principal-Coach partnership agreement to specify duties and activities of the coach and support needed. • Literacy Coaching: o Lesson planning with teachers, modeling, co-teaching, engaging in reflective conversations o During planning, focus on teacher clarity, instructional model, strategies, questioning and assessments that align to the benchmark(s) and will support the intended learning. • Professional Learning o Literacy Coaches will provide side by side coaching o Identify mentor teachers and establish model classrooms o Maximize time for PD by infusing small chunks during grade level data and planning sessions Assessment -Ongoing review of assessment data including ESSA subgroups	Murphy, Catherine, murphy.catherine@brevardschools.org
Administration and coaches will utilize walkthrough tool aligned to school improvement gap analysis to monitor and provide actionable feedback to teachers. Literacy Leadership -Review data biweekly from classroom walkthrough tool -Identify schoolwide trends to address with professional development during grade level meetings Literacy Coaching -Analyzing walkthrough data, coaches will determine if levels of support were properly tiered. -Provide additional supports if data indicates a need -Co-teaching or Modeling as data indicates Assessment -Analyzing assessment data to determine impact of trend data Professional Learning -Literacy Coaches will provide job-embedded PD and side by side coaching -Coaches and Leadership team provide professional development on both content and strategy to address walkthrough trend data	Murphy, Catherine, murphy.catherine@brevardschools.org

Action Step	Person Responsible for Monitoring
Intervention provided to students based on identified need. (T) Literacy Leadership -LLT will monitor data specific to ESSA identified subgroups -Review of intervention data to determine impact -Instructional adjustments made to support student growth Literacy Coaching -Literacy Coaches providing professional development on intervention materials -Coaches will observe intervention instruction Assessment -Data reviewed consistently to determine growth and continued need -Intervention groupings updated consistently Professional Learning -Lexia professional development offered during grade level meetings (teacher requested) -Professional Development ongoing to support programmatic implementation and student impact.	Corriveau, Mikki, corriveau.mikki@brevardschools.org
Provide additional academic opportunities for students after school and on Saturdays Literacy Leadership -LLT will identify students who need additional supports for ELA -LLT will encourage students who were invited but are not attending Literacy Coaching -Literacy Coaches providing professional development on materials to be utilized -Coaches and Admin will observe instruction Assessment -Data reviewed consistently to determine growth and continued need -Groupings updated based on student need	Nelson, Melanie, nelson.melaniemarie@brevardschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 Partnership 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 in 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 2022 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, 80% 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 33% of families reaching out daily. Similar statistics were reported for teachers reaching out to students and families with 28% receiving daily communications from their child's teacher, 30% receiving weekly communications, and 23% receiving daily communications. 45% of respondents reported that they received information on ways to help a student's learning at home. 71% 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, Instructional Methods, and Relationships. The highest rated question was "Does what you learn in class help you outside of school?" which is an indication of the challenging and engaging academic environment fostered by our instructional staff.

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

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 school, 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. 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 underserved students (e.g., by providing opportunities for small-group conversations with school leaders).