

Orange County Public Schools

Endeavor Elementary



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Positive Culture & Environment	0
Budget to Support Goals	0

Endeavor Elementary

13501 BALCOMBE RD, Orlando, FL 32837

<https://endeavores.ocps.net/>

Demographics

Principal: Derek Knappins

Start Date for this Principal: 7/12/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (61%) 2018-19: A (62%) 2017-18: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

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

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

Endeavor Elementary

13501 BALCOMBE RD, Orlando, FL 32837

<https://endeavores.ocps.net/>

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-5	No	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

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.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

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
Knappins, Derek	Principal	<p>The Roles and Responsibilities of the Principal -</p> <ul style="list-style-type: none"> • Guide and lead the Leadership Team • Provide clear vision and expectations with a focus on creating a culture of learning • Lead and develop grade-level chairs and classroom teachers in the use of standards to design lessons, effective instructional strategies, and formative assessments that lead to a path of differentiated instruction that results in increased student achievement • Walk classrooms and provide actionable feedback for teachers • Lead professional learning • Monitor student learning • Ensure intervention, practice, and enrichment based on student evidence of learning • Collaborate with select grade-level teams and Gifted Resource Teacher to design and deliver additional STEM science instruction
Blair, Andrea	School Counselor	<ul style="list-style-type: none"> • Monitor district data on homeless students, SEDNET service • Facilitate 504 documentation • Conduct gifted screenings, provide whole class and small group guidance • Chair and lead Endeavor Guidance Committee • Lead professional learning in Social-Emotional Learning, mental health, and school safety. • Lead MTSS Behavior support • Monitor abuse/bullying • Facilitate district and state-mandated guidance/mental health initiatives • Monitor Panorama Social Emotional Learning Student survey results. • Responsible for threat assessments (bullying) • Support discipline through the use of conflict resolution and skills embedded in character education
Toledo, Jessica	Staffing Specialist	<ul style="list-style-type: none"> • Lead and support the MTSS process • Support and monitor the needs of ESE students • Provide professional learning • Lead MTSS Academic support

Name	Position Title	Job Duties and Responsibilities
Zupa, Mei	Curriculum Resource Teacher	<ul style="list-style-type: none"> • Support the use of instructional strategies • Support the use of common assessments • Model instructional strategies for teachers • Lead professional learning • Support beginning teachers • Support the design of standards-based instruction • Lead and support the MTSS process • Ensure ESOL/ESE placement
Mann, April	Instructional Coach	<ul style="list-style-type: none"> • Support the design of standards-based instruction • Support the use of instructional strategies • Support the use of common assessments • Model instructional strategies for teachers • Lead professional learning • Oversee the organization and distrib
MacDonald, Justin	Instructional Coach	<ul style="list-style-type: none"> • Support the design of standards-based instruction • Support the use of instructional strategies • Support the use of common assessments • Model instructional strategies for teachers • Lead professional learning • Oversee the organization and distribution of resources

Demographic Information

Principal start date

Friday 7/12/2019, Derek Knappins

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.*

4

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.*

10

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

593

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

6

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

8

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	77	76	102	100	97	115	0	0	0	0	0	0	0	567
Attendance below 90 percent	2	15	26	27	20	18	0	0	0	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	1	1	0	0	0	0	0	0	0	0	2
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	1	14	20	0	0	0	0	0	0	0	35
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	15	21	0	0	0	0	0	0	0	37
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	1	13	19	0	0	0	0	0	0	0	33

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	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 8/12/2022

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	60	102	100	86	114	129	0	0	0	0	0	0	0	591
Attendance below 90 percent	0	16	14	11	13	22	0	0	0	0	0	0	0	76
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	60	102	100	86	114	129	0	0	0	0	0	0	0	591
Attendance below 90 percent	0	16	14	11	13	22	0	0	0	0	0	0	0	76
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	67%	56%	56%				69%	57%	57%
ELA Learning Gains	68%						64%	58%	58%
ELA Lowest 25th Percentile	54%						63%	52%	53%
Math Achievement	64%	46%	50%				67%	63%	63%
Math Learning Gains	60%						63%	61%	62%
Math Lowest 25th Percentile	47%						47%	48%	51%
Science Achievement	66%	61%	59%				63%	56%	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	70%	55%	15%	58%	12%
Cohort Comparison		0%				
04	2022					
	2019	64%	57%	7%	58%	6%
Cohort Comparison		-70%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	51%	54%	-3%	56%	-5%
Cohort Comparison		-64%				

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	67%	62%	5%	62%	5%
Cohort Comparison		0%				
04	2022					
	2019	64%	63%	1%	64%	0%
Cohort Comparison		-67%				
05	2022					
	2019	55%	57%	-2%	60%	-5%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	54%	54%	0%	53%	1%
Cohort Comparison						

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	36	52	38	38	41	29	50				
ELL	60	62	58	61	57	52	65				
ASN	75			75							
BLK	64	60		57	60						
HSP	64	66	52	60	58	47	64				
WHT	76	73		81	69		68				
FRL	67	66	45	61	61	46	63				

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	33	47		38	67		53				
ELL	62	60	47	59	58	54	56				
ASN	75			88							
BLK	29			43							
HSP	65	54	48	59	59	44	61				
WHT	66	56		70	47		60				
FRL	61	48	37	58	49	35	61				
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	45	51	43	47	42	36	56				
ELL	57	65	67	64	60	45	48				
ASN	90	64		95	85						
BLK	90	53		62	60						
HSP	62	65	62	64	60	48	52				
WHT	78	67		70	70	45	88				
FRL	64	61	60	63	62	45	57				

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)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	80
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students 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	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
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?

The most apparent trend school wide is the growth that Endeavor experienced in all seven scorable categories. With that being said, the creation and effective implementation of MTSS, specifically focusing on Tier 2 and Tier 3 students, prescriptively addressing student needs showed monumental ELA learning gains (13 percent) and ELA learning gains of the bottom 25 percent (8 percent).

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

Data components pertaining to Math show the greatest need for improvement. Although Endeavor grew in Proficiency (64,+2), Learning Gains (60,+2), and Learning Gains of Lowest 25% (47,+1), the actual growth did not meet expectations set at the beginning of the school year.

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

The course of action to bolster Math will mirror the ELA plan from the 2021-2022 school year. The creation and effective implementation of MTSS, specifically focusing on Tier 2 and Tier 3 students, prescriptively addressing student needs has the potential to show monumental learning gains, and solidify Math instruction.

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

The most significant growth for Endeavor during the 2021-2022 school year was the clear and obvious improvement in ELA. The creation and effective implementation of MTSS, specifically focusing on Tier 2 and Tier 3 students, prescriptively addressing student needs showed monumental ELA learning gains (13 percent) and ELA learning gains of the bottom 25 percent (8 percent).

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

The implementation of differentiated-small group instruction during the ELA block (Tier 1 & Tier 2). Differentiated groups established based on multiple data points (iReady & SBUA) and regularly visited to ensure validity. The most glaring factor on improvement was the creation and implementation of the Tier 1 Interventionist, particularly in ELA.

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

Structured PLCs, Differentiated-Small Group Instruction, application of the Acceleration model via the Minority Achievement Office, and continued progress monitoring using multiple data points.

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.

Ongoing professional development to accelerate learning will be provided through weekly PLCs and monthly staff professional development. Areas of focus are as follows: Appropriate pacing with attention to necessary scaffolds, data analysis of SBUA, iReady(BOY, MOY, EOY), Science PMA(1,2,&3), FAST PM 1 & 2, and EasyCBM.

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

Ongoing professional development to accelerate learning will be provided through weekly PLCs and monthly staff professional development. Acceleration following the model crafted by the OCPS Minority Achievement Office. Consistent progress monitoring of assessment data.

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 Professional Learning Communities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

To support the needs of our diverse learners and establish a culture of learning and collective staff efficacy, teachers/staff will organize as a Professional Learning Community to plan standards-based lessons, reflect on the effectiveness of instruction, and design and analyze Standards-Based Unit Assessment data as they relate to increased student achievement and a commitment to a culture of learning.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

To gauge the effectiveness of this Area of Focus, the leadership team will collect/analyze classroom observation and student performance data and adjust professional learning to target our most pertinent areas of growth.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring for this Area of Focus will come by honoring the PLC process. It is the responsibility of the leadership team to know and understand the process of creating strong, but safe environments for teachers to learn and grow in

Person responsible for monitoring outcome:

Derek Knappins (derek.knappins@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Evaluating the effectiveness of specific pedagogical strategies and behaviors. Teachers/staff will gather evidence of the effects of specific strategies and behaviors and use data collected to track standards mastery, differentiate instruction, and meet the specific needs of low-performing students.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By reflecting on instructional practice and evaluating the most effective pedagogical strategies and teacher behaviors, teachers will make intentional instructional modifications that will help increase overall student performance.

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.

1. The Principal/Leadership Team will attend collaborative team planning to review lesson plans, support teams to develop goals and student-centered learning objectives, identify effective pedagogical strategies, and effective use of common assessments data to differentiate instruction for all learners.
2. The Principal/Leadership Team will conduct classroom walkthroughs and analyze student performance data. The Principal and Leadership Team will attend collaborative team time and review lesson plans to reflect on the effectiveness of planning, instruction, and assessment.
3. Students and teachers will set academic goals in reading and math reflecting 1 year's growth. Additionally, teachers will communicate these goals to parents via conferences and quarterly updates.
4. The Leadership Team will help facilitate the creation and execution of Deliberate Practice plans with a focus on teacher reflection and improving instructional practice.

Person Responsible

Derek Knappins (derek.knappins@ocps.net)

Implement a school-wide SEL curriculum: Ensure a school team receives training on implementation of a school-wide SEL curriculum; Create a training plan that leverages the trained school team members to train all necessary stakeholders in implementation of the curriculum; & Implement a school-wide SEL curriculum.

Person Responsible

Derek Knappins (derek.knappins@ocps.net)

#2. Positive Culture and Environment specifically relating to Culture & Environment specifically relating to Social Emotional Learning

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs:

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Specific areas of Panorama survey data that will be addressed: Student Survey - School Climate, Sense of Belonging; Teachers and Staff - School Climate, School Leadership, Professional Learning About SEL; & Family Members - Barriers to Engagement, School Climate

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Classroom Walkthrough trend data; Evaluative instructional and leadership practice observational data; & Qualitative data from students, staff, and families

Person responsible for monitoring outcome:

Derek Knappins (derek.knappins@ocps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

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.

Implement a school-wide SEL curriculum: Ensure a school team receives training on implementation of a school-wide SEL curriculum; Create a training plan that leverages the trained school team members to train all necessary stakeholders in implementation of the curriculum; & Implement a school-wide SEL curriculum.

Person Responsible Derek Knappins (derek.knappins@ocps.net)

#3. 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.

The data components pertaining to Math show the greatest need for improvement, therefore, will be our primary area of focus. Although Endeavor grew in Proficiency (64,+2), Learning Gains (60,+2), and Learning Gains of Lowest 25% (47,+1), the actual growth did not meet expectations set at the beginning of the school year. A deeper look at the data shows that even though overall proficiency in Math grew in 3rd grade (+13) and 4th grade (+10), 5th grade scores dropped 12 points. This trend also continued in Learning Gains and Learning Gains of the Lowest 25%, both earning double digit drops.

Measurable**Outcome:**

State the specific measurable

outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2022-2023 school year, our school performance data will indicate at least a 6% increase in overall Math proficiency, from 64% to 70%. Additionally, our students who qualify for Learning Gains and Lowest 25% will make adequate gains relative to their needed areas of growth.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring for this Area of Focus will occur with detailed analysis of Standards-Based Unit Assessment (SBUA) data, FAST data, and iReady diagnostic data. As a result, we will be able to identify specific deficiencies and adjust instructional practice accordingly.

Person

responsible for monitoring outcome:

Derek Knappins (derek.knappins@ocps.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

With the support of leadership, teachers will plan with the end in mind and plan lessons using a backward-design model that will specifically focus on effective learning objectives, assessment, student-centered learning activities, and re-teaching

Rationale for**Evidence-based****Strategy:**

Explain the rationale for selecting this specific strategy.

By using a data-driven backward-design approach to plan instruction, teachers can better plan differentiated lessons wherein, student-centered activities are strategically selected to help teachers meet the needs of students working at varying levels of the standard. Additionally, teachers will use the backward lesson mapping model to make intentional modifications geared towards providing students in Tier 2 and Tier 3 equitable learning opportunities during whole-group and small-group instruction.

Describe the resources/ criteria used for selecting this strategy.

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.

1. The leadership team will provide classroom teachers with professional learning sessions specifically tailored to helping teachers grow in the area of lesson planning using the backward-design model. (Administration/Lead Teachers)
2. During common planning, teachers will use the most current student data to plan for the specific needs of students identified in the lowest 25%. (Teachers/Administration/Paraprofessionals)
3. Administration will conduct classroom observations and provide timely, actionable feedback with an intense focus on differentiating instruction for our most fragile students. (Administration)
4. The leadership team will lead teachers on the effective use of digital resources to help engage students identified as bottom quartile. (Administration/Lead Teachers)

Person Responsible Derek Knappins (derek.knappins@ocps.net)

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.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the

community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

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

Stakeholders include teachers, staff, parents, extended families, PTA, SAC, district/learning community staff, business partners, and volunteers. The following structures describe how we build a positive school culture and environment:

Newsletter- Our monthly newsletter is structured around the topics of our School Improvement Plan. Each edition of the Endeavor newsletter includes information about school activities, classroom practices, and volunteering opportunities.

School Advisory Council (SAC)- Our SAC meetings are held each month and are open to all community stakeholders. Our SAC meetings are well-attended by teachers, parents, business partners, and community stakeholders.

Parents-as-Partners- At the conclusion of each monthly SAC meeting, parents are invited to sit down with school administration and discuss pertinent topics regarding the status of our school.

Partners-in-Education- Endeavor's Partners in Education host activities on campus throughout the school year. Our business partners focus on cause-related marketing and provide hands-on real-world experience to our students.

Parent-Teacher Association- Endeavor's PTA is an active organization that provides a plethora of volunteering opportunities for families and community stakeholders. PTA members plan, organize, and execute many school activities designed to strengthen the relationship between teachers, students, and the community.

Hunter's Creek Magazine Publication- Each month Endeavor submits an article that is published and distributed to homeowners in the Hunter's Creek area. This publication features current school events and highlights our teachers and business partners.

Social Media- Endeavor Elementary's social media platforms help school personnel engage with community stakeholders and provide a safe digital space wherein students, teachers, parents, and community members can ask questions and remain updated on the latest happenings at Endeavor.