Endeavour Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Endeavour Elementary School

905 PINEDA ST, Cocoa, FL 32922

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Murphy, Catherine	Principal	Oversees all instructional initiatives school wide Coaches instructional and support staff to best serve our students Develops curriculum and progress monitoring checkpoints throughout the year Hires personnel Leads professional development Assigns duties and responsibilities as needed to all staff ESSA data monitoring Leads school based Leadership Team
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
Guilford, Kwaneisha	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
Corriveau, Mikki	Reading Coach	Celebrate Literacy Week Coaching team School-based Leadership Team member Literacy Support/Coaching Literacy Professional Development Data Analysis Intervention Support

Name	Position Title	Job Duties and Responsibilities
		Grade level planning support Literacy Leadership Team member
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
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
DellaRocco, Candice	Dean	PBIS Contact/Behavior Support Team Coaching Professional development School leadership team Discipline Data Student Support Data and Intervention/Student Support Team lead
Parkhurst, Melissa	Other	MTSS Coordinator Student Support Team member Response Team 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 SRI Contact
Snow, Christine	ELL Compliance Specialist	Coaching team School-based Leadership Team member Professional Development Data Analysis Intervention Support

Name	Position Title	Job Duties and Responsibilities
		Grade level planning support Literacy Leadership Team member ELL data monitoring ELL compliance and documentation
Allen, Marisa	SAC Member	Title I compliance SAC Chair Intervention Assessment support Data monitoring Coaching

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school-based leadership team was assembled several times to analyze student assessment data, walkthrough data, student survey results, parent survey results, Title I feedback from parents and teachers, and intervention data. They identified trends within subgroups, instructional trends, and barriers to action steps from last year's School Improvement Plan. At the conclusion of data analysis, the team outlined action steps and goals for each Area of Focus. The data analysis and action planning information were shared with the School Advisory Council, instructional staff, and parents. Sought teacher feedback on coaching to improve action steps.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Quarterly review by the school-based leadership team will track progress towards implementing action steps and the impact of those action steps on instruction and subsequently student achievement. With the support of the Bureau of School Improvement, school-based administration will reflect on progress and implementation of the SIP twice a year. Teachers will track their individual class progress towards school-wide goals with each administration of state assessments. Data chats and impact planning will help to increase supports for students to assist with grade level proficiency achievement increases.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	90%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL)* White Students (WHT)* Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	15	24	32	20	15	14	18	0	0	138
One or more suspensions	4	8	8	10	10	22	22	0	0	84
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	52	34	46	47	0	0	179
Level 1 on statewide Math assessment	0	0	0	44	36	61	0	0	0	141
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	30	31	72	21	31	42	0	0	235
	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	0	3	9	15	25	31	0	0	84

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	2	2	25	1	2	0	0	0	34
Students retained two or more times	0	0	0	3	2	0	1	0	0	6

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	2	28	21	22	14	18	17	0	0	122
One or more suspensions	0	5	6	10	9	11	14	0	0	55
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	31	20	52	52	0	0	155
Level 1 on statewide Math assessment	0	0	0	24	26	60	62	0	0	172
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	25	44	31	0	0	0	0	0	100

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	1	13	17	19	21	0	0	72

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	2	28	21	22	14	18	17	0	0	122
One or more suspensions	0	5	6	10	9	11	14	0	0	55
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	31	20	52	52	0	0	155
Level 1 on statewide Math assessment	0	0	0	24	26	60	62	0	0	172
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	25	44	31	0	0	0	0	0	100

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	1	13	17	19	21	0	0	72

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	21	58	53	23	61	56	21		
ELA Learning Gains				44			40		
ELA Lowest 25th Percentile				58			51		
Math Achievement*	24	58	59	21	49	50	17		
Math Learning Gains				46			29		
Math Lowest 25th Percentile				53			51		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	25	58	54	16	60	59	17		
Social Studies Achievement*					64	64			
Middle School Acceleration					51	52			
Graduation Rate					56	50			
College and Career Acceleration						80			
ELP Progress	39	54	59	52			47		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	26
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	7
Total Points Earned for the Federal Index	130
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	313
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	9	Yes	4	1
ELL	23	Yes	2	1
AMI				
ASN				
BLK	23	Yes	2	1
HSP	26	Yes	2	1
MUL	36	Yes	2	
PAC				
WHT	18	Yes	2	1
FRL	30	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	3	
ELL	39	Yes	1	
AMI				
ASN				
BLK	37	Yes	1	
HSP	38	Yes	1	
MUL	39	Yes	1	
PAC				
WHT	35	Yes	1	
FRL	42			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	21			24			25					39
SWD	9			11			8				5	12
ELL	15			23			26				5	39
AMI												
ASN												
BLK	22			19			20				4	
HSP	20			25			28				5	39
MUL	21			50							2	
PAC												
WHT	22			13							2	
FRL	24			29			28				5	43

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	23	44	58	21	46	53	16					52
SWD	7	45	63	7	41	63	0					50
ELL	24	52	53	22	44	49	15					52
AMI												
ASN												
BLK	20	43	79	13	41	57	6					
HSP	23	48	51	22	45	50	17					51
MUL	29	20		36	70							
PAC												
WHT	17	29		30	63							
FRL	25	44	67	25	47	63	18					49

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	21	40	51	17	29	51	17					47
SWD	12	41	67	14	48		10					22
ELL	20	40	48	18	29	48	21					47

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	18	33		12	30	58	10					
HSP	20	39	48	17	28	45	19					48
MUL	42			42								
PAC												
WHT	30	50		13	27							
FRL	22	38	41	18	26	48	16					45

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	22%	59%	-37%	54%	-32%
04	2023 - Spring	24%	61%	-37%	58%	-34%
06	2023 - Spring	21%	61%	-40%	47%	-26%
03	2023 - Spring	20%	56%	-36%	50%	-30%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	34%	67%	-33%	54%	-20%
03	2023 - Spring	26%	60%	-34%	59%	-33%
04	2023 - Spring	22%	61%	-39%	61%	-39%
05	2023 - Spring	15%	55%	-40%	55%	-40%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	23%	57%	-34%	51%	-28%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

K-2 math proficiency showed no growth from PM 1 to PM 3 of FAST at 54% scoring At/Above grade level. Embracing new Math BEST standards and a new curriculum proved to be challenging for both planning and instructional execution. Teachers needed more support with internalization of the content and planning for hands-on exploration and connection.
1st and 2nd grade ELA scores made little growth from PM1 to PM 3. Implementing Benchmark Advanced for the second year our focus was on alignment of instruction and support in Tier 1. Teachers needed additional time planning small group instruction and ensuring their lesson delivery was aligned to the benchmark.

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

None of our data showed significant decline for the 2022-23 school year, however as our overall proficiency is substantially below the state average we continue to focus on Reading, Math, and Science proficiency improvement through strategic Tier I instructional alignment.

ADDITIONAL area of concern: Teacher retention and recruitment continues to be a concern that impacts student achievement. Having a well-qualified, effective teacher in every classroom is critical to improving student outcomes. At Endeavour, teachers are provided many hours of coaching, support, feedback and professional learning. These marketable attributes combined with the unique needs of a high poverty school often lead to teacher attrition. Another unique factor in SY23-24 impacting teacher retention is loss of additional instructional hour/pay. Substitutes are also challenging to recruit and retain. This limits the amount of professional learning teachers can attend.

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

Our overall proficiency percentages in ELA and Math are below the state average. Intervention is showing a positive impact for students in terms of learning gains, however we are not seeing those gains transfer into impacting proficiency numbers overall. Focusing on Tier I instructional design, implementation, and structures of support for student access will help to bridge the gap and positively impact proficiency percentages.

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

Math proficiency in third through sixth grades showed some of the greatest improvement from PM1 to PM3 of FAST. Utilizing walkthrough data, we increased support for grade level planning in the area of math. Working with teachers on aligned implementation of the new curriculum during planning sessions impacted data seen in walkthroughs. Teachers increased their comfort and familiarity with the new math program as the year progressed.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance has historically been a concern within our school. Last year we worked with our Parent Liaison to establish procedures to encourage our students to attend school regularly. Students were given Swag Bucks and other incentives. We also conducted home visits on a regular basis to check on students who were missing multiple days of school. This process will continue and grow this school year once our new Parent Liaison is in place.

Another area of concern is in the number of suspension days issued in 5th & 6th grades. This has again been a historical issue. We are working on implementing plans to help track behaviors being seen, working with teachers and students to correct issues and be proactive instead of reactive to behaviors that are typically seen in 6th grade, especially. We also have decreased our class size in 6th grade. This has made it easier to separate students who have had issues in the past. This also makes teaching more effective for our teachers so they can focus on specific needs and gaps that are being seen with individual students.

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

1. Instructional Practice in Reading
2. Instructional Practice in Math
3. Instructional Practice in Science
4. Teacher recruitment and retention

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teacher retention and recruitment continues to be a concern that impacts student achievement. Having a well-qualified, effective teacher in every classroom is critical to improving student outcomes. At Endeavour, teachers are provided many hours of coaching, support, feedback and professional learning. These marketable attributes combined with the unique needs of a high poverty school often lead to teacher attrition. Another unique factor in SY23-24 impacting teacher retention is loss of additional instructional hour/pay. Substitutes are also challenging to recruit and retain. This limits the amount of professional learning teachers can attend.

The following data show teacher trends: (Insert ACCURATE data)
Total Teachers BOY Effective Teachers Retained BOY Brand New Teachers Vacancies
SY22-23: 45 78.5% 21% .5%
SY23-24 47 81% 17% 1%

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

Baseline - BOY - SY23-24: 77% of teachers were retained; 74% of instructional support staff were retained.
End goal -BOY SY24-25 95% of teachers will be retained, 90% of instructional support staff will be retained.

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

Teacher Attendance (Quarterly)
Utilize Insight Survey Data
Meeting with Grade level leads to get feedback and address team needs
Tiering of Teachers for Support with monitoring occurring, coaching logs, and feedback spreadsheets
Teacher feedback conversations and surveys will be utilized to determine the impact of action steps

Person responsible for monitoring outcome:

Catherine Murphy (murphy.catherine@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Develop homegrown teacher pipeline - recruit a diverse workforce and support interested staff members in obtaining certification
Cultivate a culture of collaboration: structured collaborative planning, assigned mentors
Empower teachers to succeed via mentors, collab planning, coaching, feedback, professional learning
Celebrate great teaching
Teachers lead innovation
Support Teacher well-being/self-care
Smaller class sizes (T)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Building Teacher Self-Efficacy and Autonomy
Teachers who feel a strong sense of self-efficacy

and autonomy in their professional lives indicate higher levels of engagement. When teachers
feel competent in their professional abilities and have the freedom to exercise their competence,
their overall job satisfaction improves.
*Teacher self-care can play an important role in not only reducing stress, but also identifying additional physical,
mental, and emotional needs. Self-care should be a consistent—and ideally daily—practice that enables
teachers to alleviate tension, acknowledge feelings, recognize needs, and plan for additional supports.

[cut and paste link below into browser for more ideas]
https://wasa-oly.org/WASA/images/WASA/6.0%20Resources/Hanover/
4%20STRATEGIES%20TO%20INCREASE%20TEACHER%20RETENTION.pdf

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Develop teacher pipeline with local universities and Instructional Assistant to Teacher pathways.

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

By When: Ongoing

Empower teachers to succeed through the use of mentors, collaborative planning, coaching, feedback, professional learning

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

By When: Ongoing with check-ins during mentoring meetings, grade level chair meetings, and feedback surveys

Support Teacher well-being/self-care - building a culture of efficiency and preparation to our daily structure and emphasizing self-care on personal time. Staff will highlight self-care strategies and hobbies through a variety of activities. Feedback and connection conversations will assist with providing support and focusing on uplifting culture.

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

By When: 2x per month

Cultivate collaborative teams
Pre-planning professional learning will assist with a strong start to the school year
Weekly team meetings dedicated to best teaching practices with curriculum
Quarterly progress monitoring

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

By When: Quarterly

Celebrate great structures, impact on student achievement, and collaborative support through teacher shout outs, recognition at meetings, and prize incentives.

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

By When: Ongoing

Provided professional support to increase teacher confidence: coaching, district peer mentor support, job embedded PD, opportunities to observe instruction, extended paid planning times.

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

By When: Ongoing

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Grades K-2: According to FAST PM3 data for the 22-23 school year, 38% of Endeavour's Kindergarten through 2nd grade students scored On/Above grade level.
Grades 3-6: According to FAST PM3 data for the 22-23 school year, 21% of Endeavour's 3rd through 6th grade students scored a level 3 or above.
Endeavour has several subgroups performing below the 41% Federal Index threshold. According to 2021-22 data, Students with Disabilities (35%) and English Language Learners (39%) are two underperforming subgroups that represent a large portion of Endeavour's population. The action steps outlined in our plan speak directly to supports needed for these subgroups to improve.

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

For the 23-24 school year, 52% of Endeavour's Kindergarten through 2nd grade students will score On/Above grade level on PM3 of FAST.
For the 23-24 school year, 42% of Endeavour's 3rd through 6th grade students will score level 3 or above on PM3 of FAST.
On FAST PM3, students falling into the ESSA targeted subgroups of ESE and ELL will be performing at 41% or higher.

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

Monitoring evidence will be collected through walkthrough data, coaching logs, structured planning, and data chats. Progress monitoring will occur through iReady diagnostic data, intervention data, and FAST PM 1 and 2 data.

Person responsible for monitoring outcome:

Melanie Nelson (nelson.melaniemarie@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence-based intervention programs for ELA include:
95 Percent Phonics, Lexia, Imagine Language and Literacy (ELL)

Evidence-based strategies for instruction:
Provide small-group instructional intervention to students struggling in areas of literacy and English language development. Develop awareness of the segments of sounds in speech and how they link to letters.
Teach students to decode words, analyze word parts, and write and recognize words. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Engage teachers in professional learning opportunities to increase content knowledge and evidence-based practices such as the Science of Reading, reading endorsement, and high impact instructional strategies to support students.

Monitor the explicit teaching of Phonemic Awareness, phonics, and word study multi-sensory instruction. In addition to the 90 Minute Block, schools are encouraged to build in an additional block of instruction for pa/phonics instruction for K-3 students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The strategies and programs listed above assist Endeavour teachers with providing quality instruction and intervention to address skill deficits. Ensuring our Tier 1 instruction is rigorous, aligned to the standards, and includes high impact strategies will ensure we are meeting the needs of our diverse student population. Primary literacy instruction includes a systematic, multisensory approach to phonics.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 K-2:
Supported and structured grade level planning with a focus on internalizing and practice of the skills and concepts being presented.

Follow scope and sequence of skills for instruction and practice, with focus set on concepts of print, phonological awareness, phonics and fluency.

Tier 1 foundational instruction will be direct and will be followed by intentionally planned opportunities for practice. Additional practice will be provided during small group/workstations. (Materials provided by T1) (Supports ESSA Subgroups: ELL & ESE)

Scaffolds will be a process of breaking down a lesson into manageable chunks. Teachers will gradually decrease the level of support as students begin to grasp the concept/ master the skill. (Supports ESSA Subgroups: ELL & ESE)

Purchase materials to support Red Words and instruction and Three Part Drill multisensory phonics- bumpy boards, sand, magnets, white boards, wikki sticks, red crayons, red folders, paper and dry erase markers. Subscriptions will be purchased to Heggarty Online Access and 95% Group Online Resources.

Students will be provided explicit instruction (Red Words and 3 part Drill) and given opportunities to connect to that instruction using a multisensory approach. (i.e. using sand to write words).

Person Responsible: Kwaneisha Guilford (guilford.kwaneisha@brevardschools.org)

By When: Planning will begin during preplanning. All other action steps will be monitored weekly through walkthroughs.

Instructional Practice 3-6:
Supported planning sessions will ensure pacing and sequence of lessons align to the benchmark and curriculum expectations. Focus on individual lessons and expectations for students and teachers. (Coach provided by T1)

Planning for questioning that supports students' understanding and helps clear up misconceptions. Varied Collaborative structures and instructional practices are planned throughout the lesson to create a student led environment.

Scaffolds are built in to support student achievement and decreased and eventually removed when no

longer needed. (Supports ESSA Subgroups: ELL & ESE) (PD materials provided by T1).

Plan and implement intentional and rigorous small group instruction that aligns with whole group instruction and learning stations that provide rigor and opportunities to reinforce skills taught in whole group lessons. (Support materials provided by T1) (Supports ESSA Subgroups: ELL & ESE)

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

By When: Planning will begin during preplanning. All other action steps will be monitored weekly through walkthroughs.

Teachers will engage in data collection and data chats with their content coaches. These data chats will be replicated with students.

Academic Tutoring for students on Tier 1 skills (T1) (Supports ESSA Subgroups: ELL & ESE)

Intervention provided to substantially deficient students (T1) (Supports ESSA Subgroups: ELL & ESE)

ELL students will utilize Imagine Language and Literacy to improve language acquisition and reading skills.

Students will utilize iReady to address fragmented learning and skill deficits (Supports ESSA Subgroups: ELL & ESE)

Utilize curriculum supports to read text to students to build background knowledge and support language acquisition. (Supports ESSA Subgroup: ELL)

Lexia, a strong evidence-based intervention, will be used to support ELL and ESE populations. ELL and ESE students also have access to Tier 3 intervention programs for ELA as identified in the district decision tree.

Structured planning to increase opportunities for student discourse and engagement.

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

By When: Data chats will happen on a monthly basis. Tutoring and Intervention services will begin within the first month of school.

Employ Instructional Coach to support teachers with scaffolds, accommodations, and high quality instruction for English Language Learners. (UniSIG)

Employ Interventionist to provide targeted intervention for students, identified by data, needing Tier 2 and 3 instruction. (UniSIG)

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

By When: Ongoing

Coaching Actions:
Coaching plans created based on walkthrough data
Prepare for and facilitate bi-weekly supported grade level planning
Feedback delivered to teachers based on walkthrough data
Varied coaching methods utilized to support teacher growth
Modeling effective Tier 1 instruction
Guided data analysis
Instructional Agreements created to assist with clarity

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

By When: Walkthroughs and data collected and reviewed weekly. Coaching provided based on data collected (time frames vary based on tiered support)

Administrative Actions:
Review coaching logs weekly
Prioritization and definition of Look Fors
Alignment of professional development to identified look fors
Creation and monitoring of Proficiency Action Planning Tool to align to SIP goals
Walkthrough data analysis weekly
Coaching Agreements created to support clarity
Professional development provided to the leadership team in support of coaching methods, instructional data trends, and high impact strategies.
Purchase of professional development books to strengthen the knowledge and skills of the leadership team. Books to include these titles: Shifting the Balance (3-6), The Instructional Playbook, and Proactive Mathematics Coaching.
8 members of the leadership team

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

By When: Coaching meetings conducted weekly, data reviewed, action plans created for coaches. Action steps reviewed to ensure alignment to the overall mission. Data monitoring after each PM.

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Grades K-2: According to FAST PM3 data for the 22-23 school year, 54% of Endeavour's Kindergarten through 2nd grade students scored On/Above grade level.
Grades 3-6: According to FAST PM3 data for the 22-23 school year, 25% of Endeavour's 3rd through 6th grade students scored a level 3 or above.
Endeavour has several subgroups performing below the 41% Federal Index threshold. According to 2021-22 data, Students with Disabilities (35%) and English Language Learners (39%) are two underperforming subgroups that represent a large portion of Endeavour's population. The action steps outlined in our plan speak directly to supports needed for these subgroups to improve.

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

For the 23-24 school year, 65% of Endeavour's Kindergarten through 2nd grade students will score On/Above grade level on PM3 of FAST.
For the 23-24 school year, 40% of Endeavour's 3rd through 6th grade students will score level 3 or above on PM3 of FAST.
On FAST PM3, students falling into the ESSA targeted subgroups of ESE and ELL will be performing at 41% or higher.

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

Monitoring evidence will be collected through walkthrough data, coaching logs, structured planning, and data chats (to include exit ticket and unit assessment review). Progress monitoring will occur through iReady diagnostic data, intervention data, and FAST PM 1 and 2 data.

Person responsible for monitoring outcome:

Alicia Lenderman (lenderman.alicia@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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. Teachers will also utilize exit ticket data to determine the needs for small group instruction and tracking towards mastery. Teachers will monitor lowest 25% and use curriculum resources to fill the gaps within instruction. iReady will be utilized to support students through intervention.
For intervention teachers will focus on:
- Explicit systematic instruction
- Use of manipulatives and visual representations

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Evidence supports that teaching strategies increase when teachers are given time to collaborate with peers and build their skills utilizing quality materials. The strategy when paired with administration walkthroughs, immediate feedback, and common assessments can yield great results for all learners. Learners will be provided opportunities for productive struggle, rich tasks, inquiry opportunities, and hands-on opportunities.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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:

Bi-Weekly Benchmark-aligned planning sessions facilitated by Math Coach focused on teacher internalization of math content. Teachers will practice using manipulatives within the context of the lesson and plan guiding questions as well as intentionally sequence learning progression. (Materials supported through UniSIG and T1)

Tier 1 instruction will utilize best practices guided by B1G-M including manipulatives and instruction focused on guiding students from conceptual understanding to abstract.

Plan and implement developmentally appropriate scaffolds.

Target train and implement supplemental instructional materials to support Tier 1 instruction.

Focus on Benchmark vertical alignment to ensure strategies and model build upon each other and support future grade level understanding.

Implement data tracking tools that support teacher data analysis.

Targeted small group instruction daily based on data. (Materials supported by UniSIG and T1)

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

By When: Planning will begin during preplanning. All other action steps will be monitored weekly through walkthroughs.

Teachers will engage in data collection and data chats with their content coaches. These data chats will be replicated with students.

Academic support tutoring provided to students (T1)

Intervention provided to substantially deficient students (T1)

Professional development provided (job embedded, on-demand, structured whole group) based on walkthrough data collected on identified look fors. (Materials supported by UniSIG and T1)

Tiered coaching support provided based on walkthrough data collected on identified look fors.

Structured planning to increase opportunities for student discourse and engagement.

Employ Instructional Coach to support teachers with scaffolds, accommodations, and high quality instruction for English Language Learners. (UniSIG)

Employ Interventionist to provide targeted intervention for students, identified by data, needing Tier 2 and 3 instruction. (UniSIG)

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

By When: Data chats will happen on a monthly basis. Tutoring and Intervention services will begin within the first month of school.

Coaching Actions:
Coaching plans created based on walkthrough data
Prepare for and facilitate bi-weekly supported grade level planning
Feedback delivered to teachers based on walkthrough data
Varied coaching methods utilized to support teacher growth
Modeling effective Tier 1 instruction
Guided data analysis
Instructional Agreements created to assist with clarity

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

By When: Walkthroughs and data collected and reviewed weekly. Coaching provided based on data collected (time frames vary based on tiered support)

Administrative Actions:
Review coaching logs weekly
Prioritization and definition of Look Fors
Alignment of professional development to identified look fors
Creation and monitoring of Proficiency Action Planning Tool to align to SIP goals
Walkthrough data analysis weekly
Coaching Agreements created to support clarity
Professional development provided to the leadership team in support of coaching methods, instructional data trends, and high impact strategies

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

By When: Coaching meetings conducted weekly, data reviewed, action plans created for coaches. Action steps reviewed to ensure alignment to the overall mission. Data monitoring after each PM.

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to State Science Assessment data for the 22-23 school year, 23% of Endeavour's 5th grade students scored a level 3 or above. (16% for the 21-22 school year)
Endeavour has several subgroups performing below the 41% Federal Index threshold. According to 2021-22 data, Students with Disabilities (35%) and English Language Learners (39%) are two underperforming subgroups that represent a large portion of Endeavour's population. The action steps outlined in our plan speak directly to supports needed for these subgroups to improve.

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

For the 23-24 school year, 40% of Endeavour's 5th grade students will score level 3 or above on the State Science Assessment.
On the State Science Assessment students falling into the ESSA targeted subgroups of ESE and ELL will be performing at 41% or higher.

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

Monitoring evidence will be collected through walkthrough data, coaching logs, structured planning, and data chats. Progress monitoring will occur through 3rd-6th grade district pre and post science diagnostics and 5th grade practice FSSA diagnostic results.

Person responsible for monitoring outcome:

Amanda Choplin (choplin.amanda@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Collaborative planning with science coach the utilization of the Five E model for hands on science instruction that will build a strong foundation of content knowledge and vocabulary.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Evidence supports that teaching strategies increase when teachers are given time to collaborate with peers and build their skills utilizing quality materials. This strategy when paired with administration walkthroughs, immediate feedback, and common assessments can yield great results for all learners. Supported planning sessions with an opportunity to explore standards and task alignment support teachers with clarity prior to instruction.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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:
Attend FAST Science conference in October. This will allow teachers to have collaborative professional development with colleagues and presenters and gain a stronger understanding of hands on minds on science to integrate back into the classroom with their students. (Supported by UniSIG)

Zoo school for all 5th grade students (T1) (Supports ESSA Subgroups: ELL & ESE)

Lagoon Quest for all 4th grade students (T1) (Supports ESSA Subgroups: ELL & ESE)

Geobus utilized to support students in 5th grade with science concepts. (T1) (Supports ESSA Subgroups: ELL & ESE)

4th and 5th grade weekly meetings with the science coach to plan standards aligned lessons facilitated by the Science Coach focused on the 5 E model of teaching science.

Structured planning to increase opportunities for student discourse and engagement.

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

By When: Planning will begin during preplanning. All other action steps will be monitored weekly through walkthroughs. Professional development will be ongoing.

Tier 1 instruction will utilize StemScopes curriculum into the lesson to show students not only hands on but also give students a better understanding of the vocabulary concepts that are a part of the standards being assessed.

The continuation of Generation Genius and PENDA for science interactive instruction grades 3rd - 6th. These standards-based programs will help to reinforce skills, and deepen understanding of grade level science benchmarks as documented by classroom achievement data collected from PENDA activities, as well as district summative assessments.

Plan and implement developmentally appropriate scaffolds. (Supports ESSA Subgroups: ELL & ESE)

Target train and implement supplemental instructional materials to support hands-on instruction of the science lessons. (Supports ESSA Subgroups: ELL & ESE)

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

By When: Planning will begin during preplanning. All other action steps will be monitored weekly through walkthroughs. Professional development will be ongoing.

Focus on vertical alignment to ensure the standards that are being taught are able to build upon each other and support future grade level understanding and students are able to master the standards that are not repeated in other grade levels.

Implement data tracking tools that support teacher data analysis.
Targeted small group instruction daily based on data in 4th and 5th grades.
Academic support tutoring provided to students through science Saturdays and after school tutoring sessions. (T1) (Supports ESSA Subgroups: ELL & ESE)

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

By When: Planning will begin during preplanning. All other action steps will be monitored weekly through walkthroughs. Professional development will be ongoing.

All Students in 4th- 6th grade will be participating in the school level science fair creating a project and following the steps to the scientific process. 3rd grade will be conducting a class science fair project to

support the learning of the process for the upcoming 4th grade year. (Materials provided by UniSIG and T1)

Summer opportunities offered to students to extend their hands-on experiences. STREAM camp provides opportunities to engage students authentic science units that embed literacy, math, and art standards with science, engineering, and technology standards. (T1)

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

By When: Planning will begin during preplanning. All other action steps will be monitored weekly through walkthroughs. Professional development will be ongoing.

Coaching Actions
Coaching plans created based on walkthrough data
Prepare for and facilitate bi-weekly supported grade level planning
Feedback delivered to teachers based on walkthrough data
Varied coaching methods to support teacher growth
Modeling effective Tier 1 instruction
Guided data analysis

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

By When: Walkthroughs and data collected and reviewed weekly. Coaching provided based on data collected (time frames vary based on tiered support)

Administrative Actions
Review coaching logs weekly
Prioritization and definition of Look Fors
Alignment of professional development
Walkthrough data analysis weekly

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

By When: Coaching meetings conducted weekly, data reviewed, action plans created for coaches. Action steps reviewed to ensure alignment to the overall mission. Data monitoring after each PM.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Aligning resources for the highest impact on student achievement is a top priority. The Title I department works with schools to ensure the alignment of resources are data-driven through a comprehensive needs assessment process each year. The comprehensive needs assessment (CNA) is completed with input from all stakeholders (teachers, admin, coaches, and SAC members). With the use of data, priorities are outlined and resources are aligned to support accomplishing priority goals. During the CNA process, the team identifies goals for improvement. Once goals are established the administration ensures alignment of personnel, materials, and professional development. Quarterly review of the goals and supports are conducted with the school's director and support team. District resource teachers are utilized as another support for schools who have identified needs based on data. Data analysis assists admin in determining if they are focusing on high impact (high effect size) strategies to improve schools and ensure alignment to school improvement goals and their impact. Adjustments to goals, action steps, and professional development are made throughout the year as data indicates.
District resources provided to Endeavour include:
Imagine Learning and Literacy for ELL students

Sandy Davis, Math Specialist
Patti Henning, ELA Content Specialist
Kwaneisha Guilford, Primary Literacy Coach
Dr. Mela, District Director- Support to monitor resources, progress monitoring data, and school operations
Nicole Kuiper, Science Content Specialist

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Grades K-2: According to FAST PM3 data for the 22-23 school year, 38% of Endeavour's Kindergarten through 2nd grade students scored On/Above grade level.

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

Grades 3-6: According to FAST PM3 data for the 22-23 school year, 21% of Endeavour's 3rd through 6th grade students scored a level 3 or above.

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 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 Measurable Outcomes

For the 23-24 school year, 52% of Endeavour's Kindergarten through 2nd grade students will score On/ Above grade level on PM3 of FAST.

Grades 3-5 Measurable Outcomes

For the 23-24 school year, 42% of Endeavour's 3rd through 6th grade students will score level 3 or above on PM3 of FAST.

Monitoring

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 impact student achievement outcomes.

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 monthly fluency checks, PASI and KLS assessments
*Teachers in Grades 1-2 will utilize monthly fluency checks, PSI and ORR to monitor student progress on foundational reading skills.
*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

Description:
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:
Explain the rationale for selecting 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 evidence-based 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
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 (1/2 of Literacy Coach position paid for with T1 funds): 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.	Corriveau, Mikki, corriveau.mikki@brevardschools.org
Teachers will plan collaboratively with support to ensure alignment of task, text, and questioning.	Nelson, Melanie, nelson.melaniemarie@brevardschools.org
• 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	Murphy, Catherine, murphy.catherine@brevardschools.org
Assessment -Ongoing review of assessment data including ESSA subgroups	Murphy, Catherine, murphy.catherine@brevardschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Shared with SAC, posted to the school website, notice in school newsletter, copy available in the school office. Email notification to all stakeholders when SAC has been approved and ready for dissemination.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Family Engagement Events: Parent and Family Engagement events –
Meet and Greet for grades K-6
Annual Title I Meeting/Open House
Fall Festival
Reading Nights, Math Nights and STEM Nights are family engagement events that will be held to facilitate parent involvement and provide academic support for their children at home.
1 additional instructional assistants will be used daily to support Lowest 25% subgroup and students identified as struggling to meet grade level expectations as well as serve as a Parent Liaison to support families struggling with attendance/truancy. (T)
Kindergarten Orientation in Spring 2024
Enrollment nights to support families with online registration and accessing student grades, report cards, and communications.
Resource fairs- held monthly to support families with fresh fruits and vegetables as well as services from community agencies.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Endeavour has numerous plans to strengthen the academic program, increase the amount and quality of learning time, and help provide enriched and accelerated curriculum.

Intervention description: Tier 2 and Tier 3 Interventions will be delivered in a consistent manner with weekly progress monitoring. (T) Walk to Intervention for grades 1-5. Teachers will be the facilitators while students will show evidence of learning through rich discussions and peer collaboration.

Attendance: Our Parent Liaison will continue to reach out to parents to identify any barriers to attendance. (T) ESSA groups will be monitored and addressed monthly at grade-level meetings.

Data: Weekly grade-level meetings will target the MTSS process, data chats, instructional planning and professional development to address students scoring below grade level.

Coaching: The Content Coaches will conduct coaching cycles with teachers on a consistent basis. (T)

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

- Food/Nutrition - fruits and vegetables
- Community School/HUB resources
- Church at Viera partnership to ensure students have snacks throughout the day
- Eckerd Connect program for 3rd -6th grade students provided on the wheel targeting prevention of violence and substance use

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				$0.00
2	III.B.	**Area of Focus: Instructional Practice: ELA**				**$311,267.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	121	1051 - Endeavour Elementary School	UniSIG	2.0	$108,000.00
			Notes: 2 Interventionist positions to support with Tier 2 and 3 interventions for students not demonstrating grade level proficiency.			
	5100	210	1051 - Endeavour Elementary School	UniSIG	2.0	$18,914.00
			Notes: Retirement for 2 Interventionist positions to support with Tier 2 and 3 interventions for students not demonstrating grade level proficiency.			
	5100	220	1051 - Endeavour Elementary School	UniSIG	2.0	$9,094.00
			Notes: FICA for 2 Interventionist positions to support with Tier 2 and 3 interventions for students not demonstrating grade level proficiency.			
	5100	231	1051 - Endeavour Elementary School		2.0	$100.00
			Notes: Life Insurance for 2 Interventionist positions to support with Tier 2 and 3 interventions for students not demonstrating grade level proficiency.			
	5100	232	1051 - Endeavour Elementary School		2.0	$23,056.00
			Notes: Medical Insurance for 2 Interventionist positions to support with Tier 2 and 3 interventions for students not demonstrating grade level proficiency.			
	5100	241	1051 - Endeavour Elementary School		2.0	$664.00
			Notes: Worker's Compensation for 2 Interventionist positions to support with Tier 2 and 3 interventions for students not demonstrating grade level proficiency.			
	5100	521	1051 - Endeavour Elementary School	UniSIG		$4,000.00
			Notes: Curriculum Associates Magnetic Reading kits will be utilized to support K-2 phonics instruction. This supplemental instructional material will assist teachers with explicit, systematic instruction to improve literacy scores in K-2.			
	5100	511	1051 - Endeavour Elementary School	UniSIG		$650.00
			Notes: Materials to support Red Words and instruction and Three Part Drill multisensory phonics- bumpy boards, sand, magnets, white boards, wikki sticks, red crayons, red folders, paper and dry erase markers. Subscriptions will be purchased to Heggarty Online Access and 95% Group Online Resources. Students will be provided explicit instruction (Red Words and 3 part Drill) and given opportunities to connect to that instruction using a multisensory approach. (i.e. using sand to write words).			
	5900	122	1051 - Endeavour Elementary School	UniSIG		$36,780.00
			Notes: Extra Duty Pay for teachers to provide small group tutoring after school and on Saturday. These funds will be combined with Title 1 funds and district funds to provide consistent support throughout the year. Students will receive instruction on target skills			

			identified by data and prerequisite skills to support daily classroom instruction. This instruction will be provided in ELA, Math, and Science.			
	5900	210	1051 - Endeavour Elementary School	UniSIG		$660.00
			Notes: Retirement for Extra Duty Pay for teachers to tutor after school and on Saturdays. (ELA and Math)			
	5900	220	1051 - Endeavour Elementary School	UniSIG		$320.00
			Notes: FICA for Extra Duty Pay for teachers to tutor after school and on Saturdays. (ELA and Math)			
	5900	241	1051 - Endeavour Elementary School	UniSIG		$22.00
			Notes: Worker's Compensation for Extra Duty Pay for teachers to tutor after school and on Saturdays. (ELA and Math)			
	6300	131	1051 - Endeavour Elementary School	UniSIG	1.0	$54,000.00
			Notes: Instructional Coach to support Tier 1 instruction specifically meeting the diverse needs of students in our ELL and ESE programs. The instructional coach will provide professional development to all grade level classroom teachers to support both subgroup populations. The coach will engage in continual coaching cycles with ESOL and ESE teachers to support instructional practice increasing student outcomes. Instructional Coach will support both ELA and Math instruction.			
	6300	210	1051 - Endeavour Elementary School	UniSIG	1.0	$9,457.00
			Notes: Retirement for Instructional Coach and Extra Duty time to support grade level planning			
	6300	220	1051 - Endeavour Elementary School	UniSIG	1.0	$5,074.00
			Notes: FICA for Instructional Coach and Extra Duty time to support grade level planning			
	6300	231	1051 - Endeavour Elementary School	UniSIG	1.0	$50.00
			Notes: Life Insurance for Instructional Coach			
	6300	232	1051 - Endeavour Elementary School	UniSIG	1.0	$11,528.00
			Notes: Medical Insurance for Instructional Coach			
	6300	241	1051 - Endeavour Elementary School	UniSIG	1.0	$369.00
			Notes: Worker's Compensation for Instructional Coach and Extra Duty time to support grade level planning			
	6300	132	1051 - Endeavour Elementary School	UniSIG		$6,840.00
			Notes: Extra duty pay for coaches to support after school planning and creation of curriculum supports. 2 ELA coaches, 1 Math coach, 1 Science coach, 1 3rd grade Instructional Coach, 1 ESOL/ESE Instructional Coach Curriculum supports to include center rotation supports, content internalization supports, scaffold supports, etc. After school and Saturday planning sessions to last no longer than 2 hours each will support grade levels with planning for Tier 1 instruction.			
	6400	122	1051 - Endeavour Elementary School	UniSIG		$4,680.00
			Notes: Extra duty pay for teachers to plan with their grade level teams and a coach after contract hours. (ELA and Math) 40 teachers * 3.5 hours additional planning time* $35 hr			

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			average (This initiative will utilize funds from Title I as well so planning sessions will be offered throughout the year.			
	6400	210	1051 - Endeavour Elementary School	UniSIG		$665.00
			Notes: Retirement for the Extra duty pay for teachers to plan with their grade level teams and a coach after contract hours. (ELA and Math)			
	6400	220	1051 - Endeavour Elementary School	UniSIG		$320.00
			Notes: FICA for the Extra duty pay for teachers to plan with their grade level teams and a coach after contract hours. (ELA and Math)			
	6400	241	1051 - Endeavour Elementary School	UniSIG		$24.00
			Notes: Worker's Compensation for the Extra duty pay for teachers to plan with their grade level teams and a coach after contract hours. (ELA and Math)			
	6400	511	1051 - Endeavour Elementary School	UniSIG		$1,000.00
			Notes: Purchase of professional development books to strengthen the knowledge and skills of the leadership team. Books to include these titles: Shifting the Balance (K-2) ad (3-6), The Instructional Coaching Handbook, The Instructional Playbook, Critical Thinking in the Elementary Classroom, Small Shifts, Meaningful Improvement, Math Fact Fluency and Proactive Mathematics Coaching. 8 members of the leadership team			
	5100	122	1051 - Endeavour Elementary School	UniSIG		$7,500.00
			*Notes: 50 teachers * 50 per data chat* 3 times a year= $7500 All classroom teachers, ESE and ESOL resource teachers, and ESE Self-contained teachers will schedule individual data chats with administration. Per contract, teachers must be compensated for additional planning periods utilized. Teachers will discuss their assessment data, action plans, and set goals for student improvement. (ELA and Math)*			
			1051 - Endeavour Elementary School			$0.00
			Notes: Principal and 2 members of leadership to attend BSI Academy. (See Math section for narrative and funding)			
	5100	112	1051 - Endeavour Elementary School	UniSIG		$7,500.00
			Notes: Additional hours for Assistant Principals to support saturday school activities. AP have the same contract hours as teachers. 2 APs x 107 hours x $35 hour Instructional support along with administrative oversight of Saturday school program. Historically Endeavour's Saturday school program has supported 100+ students.			

3	III.B.	**Area of Focus: Instructional Practice: Math**				**$7,453.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			1051 - Endeavour Elementary School			$0.00
			Notes: 2 Interventionist to support Tier 2 and 3 interventions for students not demonstrating grade level expectation. (See ELA section for cost) Interventionist will support students with ELA and Math Interventions.			
	5100	511	1051 - Endeavour Elementary School	UniSIG		$4,240.00
			Notes: Instructional Materials to support hands-on concept exploration for math. Manipulatives for primary ($600) and for intermediate ($600) classes. Hand 2 Mind Differentiated Math Center Kits for primary ($1000) and Intermediate ($1000) to support hands-on differentiation of independent practice during math small group time. Also to be used to support after-school and saturday tutoring opportunities for students. Hand 2 Mind Math Task Books ($520 for primary and $520 for intermediate): instructional support to			

			reinforce use of manipulatives in small group, rotation stations, after-school tutoring, and saturday school opportunities for students. Tasks will be used during Parent Nights as well to demonstrate how to bring math to the concrete level to support student understanding. Manipulatives, center kits, and Math task books will support instructional expectations in the classroom. Professional development will be provided to teachers through grade level meetings and planning/internalization sessions.			
			1051 - Endeavour Elementary School			$0.00
			Notes: After school and Saturday tutoring (see ELA for budget and expanded description)			
			1051 - Endeavour Elementary School			$0.00
			Notes: Extra duty pay for teachers to plan past contract hours. (See ELA for description)			
			1051 - Endeavour Elementary School			$0.00
			Notes: Extra duty pay for coaches to plan with teachers and create instructional supports past contract hours (See ELA for description)			
	6400	332	1051 - Endeavour Elementary School	UniSIG		$3,213.00
			Notes: Principal and 2 members of leadership team to attend BSI Academy. Lodging=$300 per night per room Per Diem and Parking= $171 per person Total cost per person= $1071			
			1051 - Endeavour Elementary School			$0.00
			*Notes: 50 teachers * 50 per data chat* 3 times a year= $7500 All classroom teachers, ESE and ESOL resource teachers, and ESE Self-contained teachers will schedule individual data chats with administration. Per contract, teachers must be compensated for additional planning periods utilized. Teachers will discuss their assessment data, action plans, and set goals for student improvement. (ELA and Math)- Funding in the ELA section*			
4	**III.B.**	**Area of Focus: Instructional Practice: Science**				**$3,473.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			1051 - Endeavour Elementary School			$0.00
			Notes: After school and Saturday tutoring (see ELA for budget and expanded description)			
	6400	332	1051 - Endeavour Elementary School	UniSIG		$1,528.00
			Notes: 1 teacher and science coach to attend FAST conference in Tampa in October. 2 rooms= $296 a night each Per Diem for each person= $74 Parking and Mileage= $154 each Total cost per person= $764 Coach and 5th grade teacher will bring information back, implementation plans created, and PD for staff planned.			
	6400	737	1051 - Endeavour Elementary School	UniSIG		$150.00
			Notes: 1 teacher and science coach to attend FAST conference in Tampa in October. $75 per person for the conference Coach and 5th grade teacher will bring information back, implementation plans created, and PD for staff planned.			
	6500	365	1051 - Endeavour Elementary School	UniSIG		$1,795.00
			Notes: Purchase of Generation Genius to continue to build background knowledge and content mastery in science.			
					Total:	**$322,193.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No