

Endeavour Elementary Magnet

905 PINEDA ST, Cocoa, FL 32922

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

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

78%

Alternative/ESE Center

No

Charter School

No

Minority

85%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	F	D	D

School Board Approval

This plan was approved by the Brevard County School Board on 10/28/2014.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Excellence is our only option.

Provide the school's vision statement

Excellence is our destination.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Endeavour Elementary School strives to build excellent family relationships through parental involvement activities. Our ESOL population is one of the largest in the county. All of our evening events have a translator available. We strive to make as many home and school connections as possible to bring families into the school. We also host a special Black History Night program in February as well as a Multicultural Fair in May.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Students, teachers and staff all participate in the Positive Behavior Support Program at Endeavour Elementary School. This program supports positive interactions amongst students. Faculty and staff model these behaviors and reward student who show the same positive behavior and attitude.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Positive Behavior Support is the behavior system that we have in place at Endeavour Elementary School. Clear behavior expectations are in place and addressed on a regular basis. Students know what is expected of them and staff members are consistent in school wide expectations.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Students are given mentors at the beginning of the school year. These mentors check on students weekly to monitor the well being academically as well as socially. When students are found to have social or emotional problems, the school guidance counselors will meet with them on a more regular basis and provide any services that the students may need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Endeavour uses the following as EWS indicators:

- Attendance below 90%
- one or more suspensions
- course failure in ELA or Math
- Level 1 on statewide assessments

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	1	2	3	4	5	6	
Attendance below 90 percent	87	70	49	56	48	37	347
One or more suspensions	20	25	14	15	13	22	109
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	48	46	32	126

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level							Total
	K	1	2	3	4	5	6	
Students exhibiting two or more indicators	2	2	3	27	21	26	22	103

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

PBS Attendance program- works with student to be proactive regarding attendance and tardy issues. Students are rewarded for no tardies and no absences each quarter.

PBS- our mentors work with students who are constantly receiving behavior referrals so that they do not become repeat offenders. Rewards are offered quarterly for students who make good choices. Also, students who need more assistance will work with their mentors on a daily basis to earn rewards for daily good behavior.

Intervention Groups- Students are selected based on data to be placed in intervention groups based on their reading/math needs. These students are monitored monthly in our MTSS meetings. If these students also fall into our lowest 25% groups they also receive a school mentor who will work with them weekly and discuss how the student is doing academically and behaviorally.

Mentors for the lowest 25% include-

ASP- Students are offered before school tutoring every day of the week. We also offer several Saturdays in the Spring for students to come in and work on standards in reading and math.

College for Kids- A program for our 5th and 6th graders to get them ready for college.

ESOL Tutoring- Students who are in the ESOL program have the opportunity for tutoring every afternoon.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Endeavour has very little parental involvement. We strive to increase our parental involvement this year by helping more parents register to become volunteers. We also have added more evening programs and family activities to get families back to school for academic and non-academic evenings.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Endeavour has many business partners in our local community. These relationships are sustained through monthly SAC meetings, PTO meetings, meetings with administration, and events planned with the business partners. At the end of each year we hold a special breakfast to recognize the efforts that these business partners have made through the year. Many business partners will donate items to help our students or to help us put on events. Other business partners will donate money to help us with our SIP goals and initiatives.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Wilson, Rachad	Principal
Toll, Ashley	Assistant Principal
Chambers, Lucius	Assistant Principal
Allen, Heather	Instructional Coach
Collado, Ivette	Instructional Coach
Leaman, Maria	Instructional Coach
Mika, Anna	Instructional Coach
Breckenridge, Rachael	Teacher, ESE

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The principal will cultivate the vision for the coordination of the MTSS implementation by being an active participant in all MTSS Leadership Team meetings and activities. The role of the assistant principal is to ensure the MTSS Leadership Team is fulfilling its functions. The role of the coaches is to monitor the academic progress of students that are receiving interventions. This will be accomplished by monitoring bi-monthly ongoing progress of the effectiveness of the intervention program delivery. The role of the counselor is to provide support services to parents, teachers, and students throughout the intervention process. In addition, the MTSS Leadership Team will provide

supplemental enrichment opportunities to those students that have learned or already know targeted skills.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The leadership team meets once a week along with the coaches to address the academic needs to the students. The MTSS team meets with each grade level monthly to coordinate the MTSS process. The leadership team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

Title I Part A- Endeavour Elementary School receives federal funding from the Title I program. We received \$489,450 for the 2014-2015 school year. This money is used to provide salaries for our Title I Coordinator, Writing Coach, Reading Coach, Math Coach, Science Coach, 2 Title I teachers, and 3 Instructional Assistants.

Title I Part C Migrant- Endeavour Elementary has 6 students coded as migrants at this time.

Title I Part D- The district receives federal money; Part D is handled at the district level; NA at the elementary level.

Title II- Professional development is provided to teachers through the District Professional Development Office. Endeavour has 5 teaching positions funded through Title II.

Title III- Endeavour has 192 students identified as in need of ELL services from two ELL teachers and three ELL assistants.

Title X Homeless- District receives money to support homeless students through a resource teacher at the district office. Endeavour currently has 5 students listed as in transition.

Supplemental Academic Instruction- Endeavour participates in the SAI program through ASP. Our ASP program for the 2014-2015 school year has a primary focus on reading. Please refer to the extended learning opportunities section for the outline of our ASP program.

Violence Prevention Program- Endeavour has two guidance counselors. We participate in an anti bullying program through Ekerd Youth and Cocoa PD.

Nutrition Programs- Endeavour participates in a school wide free lunch program. All students who attend Endeavour receive a free breakfast and lunch daily. We have an active fitness/wellness plan with two highly qualified PE teachers. Every student also receives three healthy snacks a week through the Fresh Fruit and Vegetable Grant program.

HeadStart- This is Endeavour's third year working with the HeadStart program. We work closely with the district to ensure that funds and programs are implemented correctly.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Rachad T. Wilson	Principal
Rachael Breckenridge	Teacher
Rosanna Cope	Teacher
Kathryn Compton	Education Support Employee
Theresa Sopo-Strieter	Teacher
Earnette Duhart	Business/Community
Gerald Jordan	Business/Community
Katie Reyes	Parent
Danard Barnes	Parent
Christiane Wilson	Teacher
Bettye Kelley	Parent
Shaila Jeffress	Parent
Aliyah Rambo	Parent
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At the end of the 2013/14 school year the SAC committee again reviewed the SIP. Through discussion of various school wide projects we confirmed that the school is working toward meeting the SIP goals. Suggestions were also discussed in regards to creating and new plan for the 2014/15 school year.

Development of this school improvement plan

The SAC committee met monthly during the 2013/14 school year to initiate solutions to school wide issues, improve awareness of school wide goals, and assist in funding projects to improve student/ staff success. At the end of the 2013/14 school year the team supplied suggestions for continued improvement of the school during the 2014/15 school year. Those suggestions and ideas were discussed to enhance our effectiveness on our new plan. The team agrees that focusing on standards based curriculum and vocabulary are of utmost importance. We have been pleased with the decreases in behavior difficulties and severity of incidence across the campus. The team still feels there is always need for growth and improvement and believes this should remain a focus for the next year. The team further discussed upcoming changes in testing, and how that would affect our schools ability to show growth. As the state verifies how schools will be scored the team will be updated. Writing became a school goal this year because of the new Florida Standards Assessment. Research shows that writing assists with the learning process.

Preparation of the school's annual budget and plan

The school budget was presented to and discussed with the SAC. The committee agrees that new SAC funds will be spent, as requested through the school year, after approval through committee vote. Our highest priority will remain curriculum, followed by safety, and then training.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

No specific amount was allocated for each area, but our focus remained Curriculum, Safety and Security, and Training.

Requests were brought before the committee for various technology items related to curriculum. We were able to divert those requests to technology funds and business partner donations. We are hoping to save funds to purchase computer based curriculum for K-2, similar to the program we currently have in place for 3-6.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Allen, Heather	Instructional Coach
Collado, Ivette	Instructional Coach
Wilson, Rachad	Principal
Toll, Ashley	Assistant Principal
Chambers, Lucius	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

All teachers will become experts in standards based instruction. Teachers will be able to use differentiated instruction to meet the needs of all their students through continued PD's, modeling, and constructive feedback.

Some Activities that the LLT promotes are:

- Million Minute Challenge
- Literacy Night with book giveaway
- Literacy Week
- Grade Level Meetings each month for ELA
- Modeling Best Practices
- Myon Reading Challenges
- African American Read IN
- School wide word of the day
- At home access to Myon
- use of Study island for FCIM
- Tracking reading data K-6

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Endeavour provides teachers with common planning time daily as well as weekly planning times to meet with ESE, ESOL and instructional coaches. Once a month teachers will have additional planning instead of attending faculty meetings. Vertical and collaborative planning is taking place during these times. Evidence is shown on their weekly lesson plans. Quarterly, teachers are given the opportunity to shadow their mentor teachers and also have the mentor teacher observe them to provide feedback.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Endeavour will partner new teachers with veteran teachers to complete mentoring council activities, and complete observations of each other with meaningful feedback. Person Responsible: Ashley Toll, Assistant Principal
2. Promote the use of UCF's junior and senior interns during the school year and work closely with their college advisors. Person Responsible: Ashley Toll, Assistant Principal
3. Provide quality professional development during the school year. Person Responsible: All Administrators and Coaches

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers that are in the Brevard Public Schools Induction Program, are paired with veteran teachers at the school that either teach the same grade level, or work with the same level (primary, intermediate, ESOL, ESE, etc.) of student.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Endeavour uses all of the Brevard Public School Core Curriculum. Instructional Coaches will support teachers with aligning lessons from this material to the depth and rigor of the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Endeavour is a data driven school. We have weekly data meetings to assist teachers in identifying where differentiation and intervention is needed. Instructional Coaches provide teachers with training on how to use data to drive their instruction. If additional intervention is needed, coaches will provide teachers with supplemental materials and training on how to use these materials with their students. Teachers have also been trained on the use of Cpalms to create ambitious lessons aligned to the standards.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Endeavour has two intervention blocks each day, math and reading. The extra 60 minutes a day is used for intervention time. An interventionist will be assigned to each teacher K-6 to help pull data driven small groups.

Strategy Rationale

Using this additional time for intervention, teachers can pull small groups of students who need intense intervention.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Toll, Ashley, toll.ashley@brevardschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

By monitoring the BELAA assessments, as well as the reading FCIM assessments, the LLT will be able to look for effectiveness of the intervention blocks. Data meetings will drive what is being taught in small groups, and what students will be pulled.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Endeavour Elementary School assesses all students prior to entering kindergarten. English Language Learners are assessed with the CELLA and all students are assessed with the Florida Kindergarten Readiness Screener (FLKRS). These are administered to assess the readiness of each child for kindergarten.

Each May, Endeavour hosts a Kindergarten round up with our Headstart families. Information is given to parents on how to get them ready for kindergarten.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The amount of student behavior referrals will continue to decrease, thus maximizing instructional time in the classrooms.
- G2.** Endeavour will utilize data to implement rigorous standards based ambitious instruction in all content areas that will consistently exhibit continuous academic growth school wide.
- G3.** Endeavour will collaboratively establish expectations for high quality writing instruction and student feedback in all content areas, to be consistently met school wide.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. The amount of student behavior referrals will continue to decrease, thus maximizing instructional time in the classrooms. 1a

G038881

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	10.0

Resources Available to Support the Goal 2

- Teachers
- Parents
- Leadership Team
- PBS Team

Targeted Barriers to Achieving the Goal 3

- Lack of student engagement/ Student behavior

Plan to Monitor Progress Toward G1. 8

Monthly PBS meetings, monitoring progress.

Person Responsible

Lucius Chambers

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Monthly referrals will decrease by 10%.

G2. Endeavour will utilize data to implement rigorous standards based ambitious instruction in all content areas that will consistently exhibit continuous academic growth school wide. 1a

G038882

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	40.0
FSA - English Language Arts - Proficiency Rate	40.0
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal 2

- Teachers
- Coaches
- Administrative Team
- District Resource Teachers

Targeted Barriers to Achieving the Goal 3

- Lack of teacher understanding on deconstructing benchmarks.

Plan to Monitor Progress Toward G2. 8

FCAT 2014 scores, Success Maker progress, District Assessments (across content areas throughout the year)

Person Responsible

Ashley Toll

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Looking at the data and seeing if students are making progress during our weekly data meetings. Monitoring our lowest 25% groups and having monthly mentor meetings.

G3. Endeavour will collaboratively establish expectations for high quality writing instruction and student feedback in all content areas, to be consistently met school wide. 1a

G038883

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

FSA - English Language Arts - Proficiency Rate

Resources Available to Support the Goal 2

- Teachers
- Coaches
- Administrators
- District Resource Teachers

Targeted Barriers to Achieving the Goal 3

- Lack of prior knowledge.
- Lack of teacher training in writing.

Plan to Monitor Progress Toward G3. 8

BELAA scores, District assessments, data meetings, classroom walkthrough observations

Person Responsible

Ivette Collado

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

BELAA scores, District assessments, data meetings, classroom walkthrough observations

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. The amount of student behavior referrals will continue to decrease, thus maximizing instructional time in the classrooms. **1**

 G038881

G1.B1 Lack of student engagement/ Student behavior **2**

 B093501

G1.B1.S1 Strategies to improve student engagement in the classroom, reducing student behavior problems. **4**

 S104544

Strategy Rationale

Action Step 1 **5**

Continue to implement PBS SWAG (Successful Work Achieves Goals) bucks into the school behavior plan.

Person Responsible

Lucius Chambers

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Students will earn SWAG bucks from all faculty and staff and be able to spend them in the PBS store.

Action Step 2 5

Quarterly after school socials for students who have not been given a behavior referral.

Person Responsible

Lucius Chambers

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Student attendance at socials will increase each month.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Behavior referrals and Refocus Room referrals will be monitored in AS400 and data will be collected and graphed.

Person Responsible

Lucius Chambers

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

AS400 reports, graphs in the school hallway

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

PBS data meetings will be held once a month.

Person Responsible

Lucius Chambers

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Monthly AS400 reports will show that behavior referrals have decreased. Monthly PBS meeting notes.

G2. Endeavour will utilize data to implement rigorous standards based ambitious instruction in all content areas that will consistently exhibit continuous academic growth school wide. 1

G038882

G2.B1 Lack of teacher understanding on deconstructing benchmarks. 2

B093503

G2.B1.S1 Strategies to help teachers understand the deconstructing benchmarks process. 4

S104545

Strategy Rationale

Action Step 1 5

Professional Development on Deconstructing Benchmarks. Going from Professional Development to Practice. Admin/Coaches will provide support and feedback as well as the opportunity to collaborate.

Person Responsible

Maria Leaman

Schedule

Biweekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Teacher sign in sheets for trainings.

Action Step 2 5

Collaborative Planning Sessions

Person Responsible

Rachad Wilson

Schedule

Monthly, from 8/4/2014 to 5/29/2015

Evidence of Completion

Teachers will have collaborative planning sessions and be required to produce a lesson plan at the end of the session.

Action Step 3 5

Create video examples of SBI in math and ELA, utilizing cross-school collaboration.

Person Responsible

Ivette Collado

Schedule

On 3/31/2015

Evidence of Completion

A video will be produced.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom walkthroughs with test item specifications

Person Responsible

Rachad Wilson

Schedule

Daily, from 8/18/2014 to 6/1/2015

Evidence of Completion

Classroom walkthrough feedback forms.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Teachers and coaches meet weekly for data meetings. During these meetings coaches and leadership team will discuss walkthroughs and standards based instruction.

Person Responsible

Ashley Toll

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Data meetings notes

G2.B1.S2 Vocabulary across content areas 4

 S105285

Strategy Rationale

Action Step 1 5

Non-negotiable vocabulary stations during small group instruction.

Person Responsible

Heather Allen

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Walkthroughs and coaching logs

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Weekly lesson plan checks

Person Responsible

Ashley Toll

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Admin will sign off on weekly lesson plans to look for vocabulary lessons imbedded into each content area.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Classroom walkthroughs

Person Responsible

Ashley Toll

Schedule

Daily, from 9/1/2014 to 6/1/2015

Evidence of Completion

Admin will walk classrooms each day looking for rich vocabulary instruction.

G2.B1.S3 Front loading lessons with vocabulary 4

S105286

Strategy Rationale

Action Step 1 5

Vocabulary centers are a non-negotiable.

Person Responsible

Rachad Wilson

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Daily administrative walkthroughs with feedback.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Monitoring fidelity of vocabulary centers.

Person Responsible

Rachad Wilson

Schedule

Daily, from 8/18/2014 to 6/1/2015

Evidence of Completion

Notes from classroom walkthroughs. Feedback forms.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Classroom walkthroughs

Person Responsible

Ashley Toll

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Admin will do walkthroughs to look for frontloading lessons with vocabulary.

G2.B1.S4 Structured interventions, scaffold 4

S105287

Strategy Rationale

Action Step 1 5

Create a walk to intervention schedule for students in K-6.

Person Responsible

Heather Allen

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Students in K-6 will participate in walk to intervention daily. Schedules and teacher lesson plans can be used as evidence.

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Intervention data will be gone over in monthly reading and math data meetings.

Person Responsible

Heather Allen

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Coaches will disseminate data during grade level meetings with teachers. Adjustments to intervention groups will be made based on student progress.

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Tracking intervention data on data boards in 902.

Person Responsible

Ashley Toll

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Data from interventions will be tracked monthly on the data boards in room 902.

G2.B1.S5 Training on how to utilize data effectively; Planning with data 4

 S105288

Strategy Rationale

Action Step 1 5

Weekly data and MTSS meetings.

Person Responsible

Heather Allen

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

The instructional coaches will disseminate data with each grade level and show them how to make adjustments to lessons based on that data.

Action Step 2 5

Communicate Essential Components of Common Planning

Person Responsible

Heather Allen

Schedule

Monthly, from 2/2/2015 to 5/29/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

Classroom walkthroughs

Person Responsible

Ashley Toll

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Walkthrough data will be used to see if teachers are differentiating instruction based on student data.

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

Grade Level Meetings

Person Responsible

Ashley Toll

Schedule

Evidence of Completion

During grade level meetings the leadership team will determine essential components of common planning and share that with teachers. -Review teachers lesson plans weekly.

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 7

Collaborative planning meetings

Person Responsible

Ashley Toll

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Teachers will turn in weekly notes and lesson plans that were created during their collaborative planning times.

G2.B1.S6 Focus on the lowest 25% 4

S105289

Strategy Rationale

Action Step 1 5

Student Mentor program for lowest 25% students

Person Responsible

Ashley Toll

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Meeting notes from mentors that have met with their mentees.

Plan to Monitor Fidelity of Implementation of G2.B1.S6 6

Data notebooks for lowest 25% mentors

Person Responsible

Ashley Toll

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Mentors will receive data notebooks for each lowest 25% mentee. They can keep track of these students academic progress throughout the year and meet with the students to discuss.

Plan to Monitor Effectiveness of Implementation of G2.B1.S6 7

Lowest 25% Mentor monthly meetings.

Person Responsible

Ashley Toll

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

each month, lowest 25% mentors will meet to discuss progress with their students or ideas on how to motivate these students.

G3. Endeavour will collaboratively establish expectations for high quality writing instruction and student feedback in all content areas, to be consistently met school wide. 1

 G038883

G3.B1 Lack of prior knowledge. 2

 B093504

G3.B1.S1 Strategies to improve student writing through direct instruction. 4

 S104546

Strategy Rationale

Action Step 1 5

Implement a non-negotiable to have a response to text station that students must visit each week.

Person Responsible

Ivette Collado

Schedule

Daily, from 8/18/2014 to 6/1/2015

Evidence of Completion

Classroom walkthroughs and lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Coaches will help teachers plan for writing centers each week during their collaborative planning meetings.

Person Responsible

Ivette Collado

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Collaborative planning meeting notes.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Data meetings to analyze BELAA data.

Person Responsible

Ivette Collado

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Data Meeting notes, A3 data from BELAA, and SuccessMaker data.

G3.B2 Lack of teacher training in writing. 2

 B093505

G3.B2.S1 Strategies to help teachers become more proficient with teaching writing. 4

 S104547

Strategy Rationale

Action Step 1 5

Writing Coach will work with teachers during grade level meetings to assist with teaching writing.

Person Responsible

Ivette Collado

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Meeting Notes

Action Step 2 5

Writing Coach will work with teachers during faculty and data meetings to help improve teacher knowledge of writing instruction across the curriculum.

Person Responsible

Ivette Collado

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Meeting Notes

Action Step 3 5

School instructional coaches will work with teachers during faculty and data meetings to help improve teacher knowledge of journaling, exit slips, reflections, and interactive notebooks.

Person Responsible

Ivette Collado

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

PD agendas

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Writing Coach will model writing across the curriculum lessons for teachers.

Person Responsible

Ivette Collado

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Coaches notes, BELAA scores

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Writing Coach will complete walkthroughs and leave meaningful feedback to teachers on their writing instruction.

Person Responsible

Ivette Collado

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Walkthrough notes, BELAA scores

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Brevard - 1051 - Endeavour Elementary Magnet - 2014-15 SIP
Endeavour Elementary Magnet

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Continue to implement PBS SWAG (Successful Work Achieves Goals) bucks into the school behavior plan.	Chambers, Lucius	8/18/2014	Students will earn SWAG bucks from all faculty and staff and be able to spend them in the PBS store.	6/1/2015 monthly
G2.B1.S1.A1	Professional Development on Deconstructing Benchmarks. Going from Professional Development to Practice. Admin/Coaches will provide support and feedback as well as the opportunity to collaborate.	Leaman, Maria	8/18/2014	Teacher sign in sheets for trainings.	6/1/2015 biweekly
G3.B1.S1.A1	Implement a non-negotiable to have a response to text station that students must visit each week.	Collado, Ivette	8/18/2014	Classroom walkthroughs and lesson plans	6/1/2015 daily
G3.B2.S1.A1	Writing Coach will work with teachers during grade level meetings to assist with teaching writing.	Collado, Ivette	8/18/2014	Meeting Notes	6/1/2015 weekly
G2.B1.S3.A1	Vocabulary centers are a non-negotiable.	Wilson, Rachad	8/18/2014	Daily administrative walkthroughs with feedback.	6/1/2015 weekly
G2.B1.S2.A1	Non-negotiable vocabulary stations during small group instruction.	Allen, Heather	8/18/2014	Walkthroughs and coaching logs	6/1/2015 weekly
G2.B1.S4.A1	Create a walk to intervention schedule for students in K-6.	Allen, Heather	10/6/2014	Students in K-6 will participate in walk to intervention daily. Schedules and teacher lesson plans can be used as evidence.	5/29/2015 weekly
G2.B1.S5.A1	Weekly data and MTSS meetings.	Allen, Heather	9/1/2014	The instructional coaches will disseminate data with each grade level and show them how to make adjustments to lessons based on that data.	5/29/2015 weekly
G2.B1.S6.A1	Student Mentor program for lowest 25% students	Toll, Ashley	9/1/2014	Meeting notes from mentors that have met with their mentees.	5/29/2015 monthly
G3.B2.S1.A2	Writing Coach will work with teachers during faculty and data meetings to help improve teacher knowledge of writing instruction across the curriculum.	Collado, Ivette	8/18/2014	Meeting Notes	6/1/2015 weekly
G1.B1.S1.A2	Quarterly after school socials for students who have not been given a behavior referral.	Chambers, Lucius	8/18/2014	Student attendance at socials will increase each month.	6/1/2015 monthly
G2.B1.S1.A2	Collaborative Planning Sessions	Wilson, Rachad	8/4/2014	Teachers will have collaborative planning sessions and be required to produce a lesson plan at the end of the session.	5/29/2015 monthly
G2.B1.S5.A2	Communicate Essential Components of Common Planning	Allen, Heather	2/2/2015		5/29/2015 monthly
G3.B2.S1.A3	School instructional coaches will work with teachers during faculty and data meetings to help improve teacher knowledge of journaling, exit slips, reflections, and interactive notebooks.	Collado, Ivette	8/18/2014	PD agendas	6/1/2015 weekly
G2.B1.S1.A3	Create video examples of SBI in math and ELA, utilizing cross-school collaboration.	Collado, Ivette	A video will be produced.	3/31/2015 one-time	
G1.MA1	Monthly PBS meetings, monitoring progress.	Chambers, Lucius	8/18/2014	Monthly referrals will decrease by 10%.	6/1/2015 monthly
G1.B1.S1.MA1	PBS data meetings will be held once a month.	Chambers, Lucius	8/18/2014	Monthly AS400 reports will show that behavior referrals have decreased. Monthly PBS meeting notes.	6/1/2015 monthly
G1.B1.S1.MA1	Behavior referrals and Refocus Room referrals will be monitored in AS400 and data will be collected and graphed.	Chambers, Lucius	8/18/2014	AS400 reports, graphs in the school hallway	6/1/2015 monthly

Brevard - 1051 - Endeavour Elementary Magnet - 2014-15 SIP
Endeavour Elementary Magnet

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	FCAT 2014 scores, Success Maker progress, District Assessments (across content areas throughout the year)	Toll, Ashley	8/18/2014	Looking at the data and seeing if students are making progress during our weekly data meetings. Monitoring our lowest 25% groups and having monthly mentor meetings.	6/1/2015 weekly
G2.B1.S1.MA1	Teachers and coaches meet weekly for data meetings. During these meetings coaches and leadership team will discuss walkthroughs and standards based instruction.	Toll, Ashley	8/18/2014	Data meetings notes	6/1/2015 weekly
G2.B1.S1.MA1	Classroom walkthroughs with test item specifications	Wilson, Rachad	8/18/2014	Classroom walkthrough feedback forms.	6/1/2015 daily
G2.B1.S2.MA1	Classroom walkthroughs	Toll, Ashley	9/1/2014	Admin will walk classrooms each day looking for rich vocabulary instruction.	6/1/2015 daily
G2.B1.S2.MA1	Weekly lesson plan checks	Toll, Ashley	8/18/2014	Admin will sign off on weekly lesson plans to look for vocabulary lessons imbedded into each content area.	6/1/2015 weekly
G2.B1.S3.MA1	Classroom walkthroughs	Toll, Ashley	9/1/2014	Admin will do walkthroughs to look for frontloading lessons with vocabulary.	6/1/2015 weekly
G2.B1.S3.MA1	Monitoring fidelity of vocabulary centers.	Wilson, Rachad	8/18/2014	Notes from classroom walkthroughs. Feedback forms.	6/1/2015 daily
G2.B1.S4.MA1	Tracking intervention data on data boards in 902.	Toll, Ashley	10/6/2014	Data from interventions will be tracked monthly on the data boards in room 902.	5/29/2015 monthly
G2.B1.S4.MA1	Intervention data will be gone over in monthly reading and math data meetings.	Allen, Heather	10/6/2014	Coaches will disseminate data during grade level meetings with teachers. Adjustments to intervention groups will be made based on student progress.	5/29/2015 monthly
G2.B1.S5.MA1	Collaborative planning meetings	Toll, Ashley	9/1/2014	Teachers will turn in weekly notes and lesson plans that were created during their collaborative planning times.	5/29/2015 weekly
G2.B1.S5.MA1	Classroom walkthroughs	Toll, Ashley	10/6/2014	Walkthrough data will be used to see if teachers are differentiating instruction based on student data.	5/29/2015 weekly
G2.B1.S5.MA3	Grade Level Meetings	Toll, Ashley	2/2/2015	During grade level meetings the leadership team will determine essential components of common planning and share that with teachers. -Review teachers lesson plans weekly.	monthly
G2.B1.S6.MA1	Lowest 25% Mentor monthly meetings.	Toll, Ashley	9/1/2014	each month, lowest 25% mentors will meet to discuss progress with their students or ideas on how to motivate these students.	5/29/2015 monthly
G2.B1.S6.MA1	Data notebooks for lowest 25% mentors	Toll, Ashley	9/1/2014	Mentors will receive data notebooks for each lowest 25% mentee. They can keep track of these students academic progress throughout the year and meet with the students to discuss.	5/29/2015 monthly
G3.MA1	BELAA scores, District assessments, data meetings, classroom walkthrough observations	Collado, Ivette	8/18/2014	BELAA scores, District assessments, data meetings, classroom walkthrough observations	6/1/2015 weekly
G3.B1.S1.MA1	Data meetings to analyze BELAA data.	Collado, Ivette	8/18/2014	Data Meeting notes, A3 data from BELAA, and SuccessMaker data.	6/1/2015 monthly
G3.B1.S1.MA1	Coaches will help teachers plan for writing centers each week during their collaborative planning meetings.	Collado, Ivette	8/18/2014	Collaborative planning meeting notes.	6/1/2015 weekly
G3.B2.S1.MA1	Writing Coach will complete walkthroughs and leave meaningful feedback to teachers on their writing instruction.	Collado, Ivette	8/18/2014	Walkthrough notes, BELAA scores	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.MA1	Writing Coach will model writing across the curriculum lessons for teachers.	Collado, Ivette	8/18/2014	Coaches notes, BELAA scores	6/1/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Endeavour will utilize data to implement rigorous standards based ambitious instruction in all content areas that will consistently exhibit continuous academic growth school wide.

G2.B1 Lack of teacher understanding on deconstructing benchmarks.

G2.B1.S1 Strategies to help teachers understand the deconstructing benchmarks process.

PD Opportunity 1

Professional Development on Deconstructing Benchmarks. Going from Professional Development to Practice. Admin/Coaches will provide support and feedback as well as the opportunity to collaborate.

Facilitator

Coaches

Participants

All faculty

Schedule

Biweekly, from 8/18/2014 to 6/1/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0