

Brevard Public Schools

Endeavour Elementary School



2017-18 School Improvement Plan

Endeavour Elementary School

905 PINEDA ST, Cocoa, FL 32922

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-6	Yes	100%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	D*	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Brevard County School Board.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	33
Professional Development Opportunities	33
Technical Assistance Items	36
Appendix 3: Budget to Support Goals	36

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Endeavour Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	Comprehensive Support & Improvement - Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Excellence is our only option.

b. Provide the school's vision statement

Excellence is our destination.

2. School Environment

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

Endeavour Elementary Community 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.

b. 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 school wide Positive Behavior Support Program at Endeavour Elementary Community School. This program supports positive interactions between students. Faculty and staff model these behaviors and reward student who show the same positive behavior and attitude.

c. 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 Community 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.

d. 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 assigned 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. With the addition of the Community School, Health Services- medical (Pediatrics as well as Dental) and social-emotional needs of our school are being met by our Community School liasons and school Social Worker. This school year Endeavour is also implementing Zones of Regulation to address the social emotional well being of our students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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
- Level 1 on statewide assessments

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	84	86	57	73	48	47	54	0	0	0	0	0	0	449
One or more suspensions	15	12	23	34	25	36	19	0	0	0	0	0	0	164
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	63	57	66	47	0	0	0	0	0	0	233

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	7	8	9	10	11	12	
Students exhibiting two or more indicators	11	11	16	48	43	49	40	0	0	0	0	0	0	218

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

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

PBIS- 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 all teachers who do not have a home room, select Instructional Assistants, Administrators and Community School staff.

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 English Language Arts and Mathematics.

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. An ESOL Reading camp is available during the summer to address needs.

The Community School's After School program- run by our Community School After School Coordinator and a cadre of community volunteers with an emphasis on tutoring, homework assistance and extra curricular activities such as sewing.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

Endeavour has minimal 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.

2. 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 Elementary Community School 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.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Reed, Chris	Principal
Cope, Rosanna	Assistant Principal
Meraz, Christy	Assistant Principal
Parkhurst, Melissa	Teacher, ESE
Thatcher, Tamra	Instructional Coach
Berry, Michelle	Instructional Coach
Scott, Michele	Other
Coverdale, Lucille	Guidance Counselor
Leaman, Maria	Instructional Coach

b. Duties

1. 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 Leadership Team by being an active participant in all Leadership Team meetings and activities. The role of the assistant principal is to ensure the MTSS/IPST 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 Leadership Team will provide supplemental enrichment opportunities to those students that have learned or already know targeted skills.

2. 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 of the students. The Leadership team meets with each grade level monthly to help coordinate the MTSS/IPST process along with the ESE specialist. 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 \$626,166.00 for the 2017-2018 school year. This money is used to provide salaries for our Title I Coordinator, Reading Coach, Math Coach, Science Coach, three Title I teachers, and five Instructional Assistants.

Title I Part C Migrant- Endeavour Elementary has 0 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 193 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 7 students listed as in transition.

Supplemental Academic Instruction- Endeavour participates in the SAI program through ASP. Our ASP program for the 2017-2018 school year has a primary focus on Literacy. Please refer to the extended learning opportunities section for the outline of our ASP program.

Violence Prevention Program- Endeavour has one guidance counselor. We participate in an anti bullying program through Eckerd Youth Alternative and Cocoa Police Department.

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 fifth year working with the HeadStart program. We work closely with the district to ensure that funds and programs are implemented correctly.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Christopher Reed	Principal
Kathryn Compton	Teacher
Christiane Wilson	Teacher
Stephanie Lay	Teacher
Javier Alfonso	Teacher
Lawrence Croom	Teacher
Raquel Hinton	Business/Community
Anwar Hunte	Business/Community
Kathy Hamilton-Brown	Parent
Shantell Green	Parent
LaTonya Harp	Parent
Carlene Jones	Parent
Lashawnda Marshall	Parent
Nichy Castro	Parent
Miguel Martinez	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

At the end of the 2016/17 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 2017/18 school year.

b. Development of this school improvement plan

The SAC committee met monthly during the 2016/17 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 2016/17 school year the team supplied suggestions for continued improvement of the school during the 2017/18 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, small group instruction and intervention 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 FSA testing and how that would affect our schools ability to show growth.

c. 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 throughout the school year, after approval through committee vote. Our highest priority will remain curriculum, followed by safety, and then training.

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

Our SAC funds went to the following last year:

\$119.00 for preK to buy Mini Time Timers, these visually shows PreK the passage of time and to understand how much time is left to perform or complete an activity.

\$256.13 for 2nd grade to buy Rekenreks for each classroom, to support Eureka math.

\$668.85 to ESOL for ESOL dictionaries, to achieve higher reading and writing scores for our ESOL population.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Reed, Chris	Principal
Meraz, Christy	Assistant Principal
Cope, Rosanna	Assistant Principal
Thatcher, Tamra	Instructional Coach
Haffner, Christine	Teacher, K-12
Gauthier, Diane	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

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:

- Modeling Best Practices by Academic Coaches
- Grade Level Meetings each month for ELA
- Collect, analyze, and track school wide ELA data
- Assist classroom teachers with intervention strategies
- Leveled Literacy Intervention instruction(LLI)
- Read Alouds by guest/volunteer readers
- African American Read IN
- Use of i-Ready Standards Mastery Assessments
- Literacy Night with book giveaway
- Literacy Week

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. 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, IPST/MTSS and instructional coaches. Three times 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.

2. 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 activities, and complete observations of each other with meaningful feedback. Person Responsible: Rosanna Cope, Assistant Principal
2. Promote the use of University of Central Florida's junior and senior interns during the school year and work closely with their college advisor. Person Responsible: Rosanna Cope, Assistant Principal
3. Provide quality professional development during the school year. Person Responsible: All Administrators and Coaches

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

For the ELA block, Endeavour is using Focus Documents provided by Brevard Public Schools. Instructional programs used to adhere to the focus documents are state vetted Ready Curriculum, district vetted Elfas curriculum, and state adopted Journeys curriculum. Social Studies Weekly curriculum will also be infused with the ELA block.

Endeavour is part of a ten school pilot for the Eureka Curriculum for math. This is being used in grades K - 5. 6th grade will continue to use the state adopted Big Ideas curriculum for math.

National Geographic curriculum will still be used for science as it is the district adopted curriculum.

b. Instructional Strategies

1. 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.

ELA intervention is a focus this school year. Based on achievement data, targeted students will receive intervention instruction in Leveled Literacy Intervention (LLI) in grades 1 - 6. All students in grades K & 1 will receive phonics instruction using district approved Multi-Sensory Phonics.

2. 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 teach Level Literacy Intervention (LLI) in grades 1-6.

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

Meraz, Christy, meraz.christy@brevardschools.org

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

By monitoring quarterly assessments, iReady data as well as LLI, 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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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 WIDA 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.

Guidance Counselors from area middle schools visit to speak with and assess our 6th graders in math. This assessment helps in the selection of math classes for 7th grade. Endeavour also communicates to parents when the middle schools will have parent nights for incoming students as well.

b. College and Career Readiness

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

Because of a partnership with Eastern Florida State College (EFSC), all of Endeavour's 6th graders will participate in a college field trip. They will spend the day on the EFSC campus and learn about options they will have in the future. Endeavour also has an after school group called "College for

Kids". In this group students learn about careers and options that they can look forward to. They hear speakers and go on field trips to open their eyes to the possibilities of a college education.

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

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

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Endeavour will implement rigorous standards based instruction in all content areas leading to increased academic growth.

- G2.** Endeavour staff will provide an equitable support system for every student's social emotional development, thus maximizing instructional time in the classroom.

Strategic Goals Detail

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

G1. Endeavour will implement rigorous standards based instruction in all content areas leading to increased academic growth. 1a

G092129

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	37.0
FSA Mathematics Achievement	40.0
Statewide Science Assessment Achievement	30.0
ELA/Reading Gains	52.0
ELA/Reading Lowest 25% Gains	40.0
Math Gains	45.0
ELA/Reading Lowest 25% Gains	43.0

Targeted Barriers to Achieving the Goal 3

- Understanding and/or implementing the depth and rigor of all content area standards.
- Understanding and implementing the intervention process to close learning gaps based on the depth and rigor of content area standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches
- District Resource Teachers
- Eureka Math Curriculum
- Ready and i-Ready Curriculum

Plan to Monitor Progress Toward G1. 8

Improved standards-aligned instruction, students engaged and thinking critically, student achievement data, classroom walkthrough data

Person Responsible

Hilah Mercer

Schedule

On 5/18/2018

Evidence of Completion

I-Ready data, Eureka math assessments, QLA assessments, formative assessments

G2. Endeavour staff will provide an equitable support system for every student's social emotional development, thus maximizing instructional time in the classroom. 1a

G092122

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	428.0

Targeted Barriers to Achieving the Goal 3

- Need for a school wide social emotional learning plan and time to implement to improve student conduct, attendance, and collective efficacy.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Guidance Counselor
- PBIS trained teachers
- Community school resources
- Business partners
- School Psch

Plan to Monitor Progress Toward G2. 8

Discipline data, RtI-B data, EWS data

Person Responsible

Rosanna Cope

Schedule

Monthly, from 8/25/2017 to 5/18/2018

Evidence of Completion

Reports from RtIB data base, decreases in EWS data by grade level

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

 = Problem Solving Step  S123456 = Quick Key

G1. Endeavour will implement rigorous standards based instruction in all content areas leading to increased academic growth. 1

G092129

G1.B1 Understanding and/or implementing the depth and rigor of all content area standards. 2

B246755

G1.B1.S1 Strategies will be implemented to help teachers understand and teach to the depth and rigor of the content area standards 4

S260073

Strategy Rationale

FSA ELA Proficiency 27%

FSA Math Proficiency 36%

FCAT Science Proficiency 20%

The focus will be on Tier 1 instruction to improve these numbers.

Action Step 1 5

School based, district support personnel, and consultants will support and collaborate with classroom teachers to deliver professional development, coach, provide feedback and model instruction to meet the depth and rigor of the standards

Person Responsible

Chris Reed

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Classroom Walk Through data, Lesson Plans, Meeting Notes, Progress Monitoring Data

Action Step 2 5

Leadership team selects which data to analyze to determine next step instruction in each content area.

Person Responsible

Rosanna Cope

Schedule

On 9/12/2017

Evidence of Completion

Data Wall/Binders, Progress monitoring reports for all content areas,

Action Step 3 5

The teachers will review and analyze data in grade level meetings with instructional coaches and leadership to determine the next steps for planning instruction and the need for additional instructional coaching as well as identifying Tier 2 and Tier 3 strategies for the MTSS process.

Person Responsible

Rosanna Cope

Schedule

Weekly, from 8/15/2017 to 5/18/2018

Evidence of Completion

Grade Level Meeting Notes, Intervention Lesson Plans

Action Step 4 5

Teachers will collaborate with school based and district personnel to identify Tier 2 and Tier 3 interventions based on data (MTSS meetings)

Person Responsible

Melissa Parkhurst

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Data Team Meeting agenda, MTSS data, Intervention Data

Action Step 5 5

Teachers with coaching from district and school coaches will implement Eureka math curriculum in grades K-5, using Mid and End of Module Assessments to progress monitor

Person Responsible

Maria Leaman

Schedule

Daily, from 8/14/2017 to 5/18/2018

Evidence of Completion

lesson plans, Eureka progress monitoring data

Action Step 6 5

Teachers, with coaching from district and school coaches, will implement district ELA Focus Documents in grades K-6 through topic based instruction, using Quarterly Language Assessments (QLA) in grades 1 & 2 and i-Ready Standards Mastery in grades 3-6 to progress monitor

Person Responsible

Tamra Thatcher

Schedule

Daily, from 8/14/2017 to 5/18/2018

Evidence of Completion

Quarterly Language Assessments (QLA) in grades 1 & 2 and i-Ready Standards Mastery in grades 3-6 to progress monitor

Action Step 7 5

Teachers will implement new Social Studies adoption to integrate nonfiction content area reading and writing during the ELA block

Person Responsible

Tamra Thatcher

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Lesson Plans, Progress monitoring data

Action Step 8 5

Implement weekly hands on interactive science labs as part of the "Five E Model" for all 4th and 5th grade classes, using district Baseline and Midyear assessment for 5th grade and district Body of Knowledge Assessments for K-4th and 6th to progress monitor

Person Responsible

Michelle Berry

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

District Baseline and Midyear assessment for 5th grade and district Body of Knowledge Assessments for K-4th and 6th to progress monitor

Action Step 9 5

Teachers will support i-Ready standards based instruction through systematic conferencing with students in class and during scheduled lab time

Person Responsible

Denise Gillich

Schedule

Monthly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Student Conferencing Sheets

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

classroom walk through data, coaching logs, meeting notes, agendas, sign in sheets

Person Responsible

Hilah Mercer

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Improved standards-aligned instruction, students engaged and thinking critically, student achievement data, classroom walkthrough data

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

Classroom walkthroughs

Person Responsible

Hilah Mercer

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

student achievement data, classroom walkthrough data

G1.B2 Understanding and implementing the intervention process to close learning gaps based on the depth and rigor of content area standards **2**

 B246786

G1.B2.S1 Implement an intervention process to support the mastery of content area standards **4**

 S260102

Strategy Rationale

To improve FSA learning gains and L25 in ELA and math

Action Step 1 **5**

School based and district personnel will provide professional development on the utilization of our intervention block and the MTSS process (eg. data collection for progress monitoring).

Person Responsible

Melissa Parkhurst

Schedule

Quarterly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Students moving Tiers, student achievement data

Action Step 2 **5**

Leadership/teachers will utilize monthly MTSS data analysis meetings to identify students with academic concerns, determine intervention strategies, and create/monitor a data tracking plan.

Person Responsible

Melissa Parkhurst

Schedule

Biweekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Students moving Tiers, student achievement data

Action Step 3 5

Teachers and staff will implement intervention strategy based on student needs with fidelity (which may include Leveled Literacy Intervention, Ready materials for math, small group instruction based on academic concern and/or individualized interventions based on student needs)

Person Responsible

Hilah Mercer

Schedule

Daily, from 8/21/2017 to 5/18/2018

Evidence of Completion

Students moving Tiers, student achievement data

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Classroom walk through's during intervention time, intervention lesson plans

Person Responsible

Rosanna Cope

Schedule

Weekly, from 9/5/2017 to 5/18/2018

Evidence of Completion

Classroom walk through's during intervention time, intervention lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Intervention data, students moving tiers

Person Responsible

Christy Meraz

Schedule

Monthly, from 9/5/2017 to 5/18/2018

Evidence of Completion

IPST paperwork with data, LLI data, i-Ready data

G2. Endeavour staff will provide an equitable support system for every student's social emotional development, thus maximizing instructional time in the classroom. 1

G092122

G2.B1 Need for a school wide social emotional learning plan and time to implement to improve student conduct, attendance, and collective efficacy. 2

B246787

G2.B1.S1 Leadership team will develop and implement a school wide social emotional learning plan. 4

S260104

Strategy Rationale

EWS and RtIB data a social emotional focus is needed to decrease behavior incidents, absenteeism, and suspensions.

Action Step 1 5

The leadership team will utilize the services of site based staff, community partners, and contracted agencies to educate staff and students regarding social emotional strategies and curriculum to include Zones of Regulation and Second Step.

Person Responsible

Hilah Mercer

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Improvements in discipline data e.g.. Early Warning System and RtI-B database.

Action Step 2 5

Social worker will provide instructional time three days a week on Zones of Regulation via Endeavour News Network .

Person Responsible

Christy Meraz

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Decreased behavior incidents

Action Step 3 5

Teachers will implement and practice Zones of Regulation instruction daily

Person Responsible

Christy Meraz

Schedule

Daily, from 8/21/2017 to 5/18/2018

Evidence of Completion

Decreased behavior incidents

Action Step 4 5

Teachers/Guidance Counselor will provide students instruction in social emotional learning during weekly guidance lessons using Second Step curriculum

Person Responsible

Lucille Coverdale

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Decreased behavior incidents

Action Step 5 5

The Community School will conduct monthly Parent University Courses to inform, engage, and empower to support school wide social emotional learning initiatives.

Person Responsible

Michele Scott

Schedule

Monthly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Improved parent/family involvement (attendance at events);

Action Step 6 5

Endeavour will maintain systematic process for Positive Behavior Intervention Support (PBIS) to continue to decrease office discipline referrals

Person Responsible

Melissa Parkhurst

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Improved attendance at PBIS incentive/award events; decrease in behavior incidents

Action Step 7 5

Administration will use Endeavour News Network to reinforce student attendance through a point system

Person Responsible

Hilah Mercer

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Improved attendance data

Action Step 8 5

Teachers/Leadership will collaborate with school based and district personnel to identify and implement Tier 2 and Tier 3 interventions based on behavioral data (MTSS meetings).

Person Responsible

Hilah Mercer

Schedule

Every 3 Weeks, from 8/21/2017 to 5/18/2018

Evidence of Completion

Decreased in behavior incident data, students changing tiers of service due to improvement

Action Step 9 5

School Guidance Counselor will continue to follow the district Chronic Absence/Truancy Procedures.

Person Responsible

Lucille Coverdale

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Improved attendance rates

Action Step 10 5

All teachers new to Endeavour will participate in Youth Mental Health First Aid Training

Person Responsible

Lucille Coverdale

Schedule

On 9/29/2017

Evidence of Completion

copy of presentation materials, sign in sheets

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

classroom walk throughs, data tracking, lesson plans

Person Responsible

Christy Meraz

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

EWS data will decrease, RtI-B data will decrease

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

Charts and graphs monitoring attendance and behavior data will be posted in front office, classrooms and around the school.

Person Responsible

Lucille Coverdale

Schedule

Monthly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Rtl-B discipline data, EWS data, MTSS data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A2 A342310	Leadership team selects which data to analyze to determine next step instruction in each content...	Cope, Rosanna	8/29/2017	Data Wall/Binders, Progress monitoring reports for all content areas,	9/12/2017 one-time
G2.B1.S1.A10 A343311	All teachers new to Endeavour will participate in Youth Mental Health First Aid Training	Coverdale, Lucille	9/5/2017	copy of presentation materials, sign in sheets	9/29/2017 one-time
G1.B2.S1.A1 A342345	School based and district personnel will provide professional development on the utilization of our...	Parkhurst, Melissa	8/21/2017	Students moving Tiers, student achievement data	5/18/2018 quarterly
G1.B1.S1.MA1 M362946	classroom walk through data, coaching logs, meeting notes, agendas, sign in sheets	Mercer, Hilah	8/21/2017	Improved standards-aligned instruction, students engaged and thinking critically, student achievement data, classroom walkthrough data	5/18/2018 weekly
G1.B1.S1.A1 A342308	School based, district support personnel, and consultants will support and collaborate with...	Reed, Chris	8/14/2017	Classroom Walk Through data, Lesson Plans, Meeting Notes, Progress Monitoring Data	5/18/2018 weekly
G2.MA1 M362916	Discipline data, RtI-B data, EWS data	Cope, Rosanna	8/25/2017	Reports from RtIB data base, decreases in EWS data by grade level	5/18/2018 monthly
G1.B1.S1.A3 A342314	The teachers will review and analyze data in grade level meetings with instructional coaches and...	Cope, Rosanna	8/15/2017	Grade Level Meeting Notes, Intervention Lesson Plans	5/18/2018 weekly
G1.B1.S1.A4 A342315	Teachers will collaborate with school based and district personnel to identify Tier 2 and Tier 3...	Parkhurst, Melissa	8/14/2017	Data Team Meeting agenda, MTSS data, Intervention Data	5/18/2018 monthly
G1.B1.S1.A5 A342323	Teachers with coaching from district and school coaches will implement Eureka math curriculum in...	Leaman, Maria	8/14/2017	lesson plans, Eureka progress monitoring data	5/18/2018 daily
G1.B1.S1.A6 A342326	Teachers, with coaching from district and school coaches, will implement district ELA Focus...	Thatcher, Tamra	8/14/2017	Quarterly Language Assessments (QLA) in grades 1 & 2 and i-Ready Standards Mastery in grades 3-6 to progress monitor	5/18/2018 daily
G1.B1.S1.A7 A342340	Teachers will implement new Social Studies adoption to integrate nonfiction content area reading...	Thatcher, Tamra	8/14/2017	Lesson Plans, Progress monitoring data	5/18/2018 weekly
G1.B1.S1.A8 A342342	Implement weekly hands on interactive science labs as part of the "Five E Model" for all 4th and...	Berry, Michelle	8/14/2017	District Baseline and Midyear assessment for 5th grade and district Body of Knowledge Assessments for K-4th and 6th to progress monitor	5/18/2018 weekly
G1.B1.S1.A9 A342343	Teachers will support i-Ready standards based instruction through systematic conferencing with...	Gillich, Denise	8/21/2017	Student Conferencing Sheets	5/18/2018 monthly
G1.B2.S1.MA1 M362956	Intervention data, students moving tiers	Meraz, Christy	9/5/2017	IPST paperwork with data, LLI data, i-Ready data	5/18/2018 monthly
G1.B2.S1.MA1 M362952	Classroom walk through's during intervention time, intervention lesson plans	Cope, Rosanna	9/5/2017	Classroom walk through's during intervention time, intervention lesson plans	5/18/2018 weekly
G1.B1.S1.MA1 M362947	Classroom walkthroughs	Mercer, Hilah	8/21/2017	student achievement data, classroom walkthrough data	5/18/2018 weekly
G1.B2.S1.A2 A342348	Leadership/teachers will utilize monthly MTSS data analysis meetings to identify students with...	Parkhurst, Melissa	8/21/2017	Students moving Tiers, student achievement data	5/18/2018 biweekly
G1.B2.S1.A3 A342350	Teachers and staff will implement intervention strategy based on student needs with fidelity (which...	Mercer, Hilah	8/21/2017	Students moving Tiers, student achievement data	5/18/2018 daily

Brevard - 1051 - Endeavour Elementary School - 2017-18 SIP
Endeavour Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1 M362915	Charts and graphs monitoring attendance and behavior data will be posted in front office,...	Coverdale, Lucille	8/21/2017	Rtl-B discipline data, EWS data, MTSS data	5/18/2018 monthly
G2.B1.S1.MA1 M362901	classroom walk throughs, data tracking, lesson plans	Meraz, Christy	8/21/2017	EWS data will decrease, Rtl-B data will decrease	5/18/2018 weekly
G2.B1.S1.A1 A342356	The leadership team will utilize the services of site based staff, community partners, and...	Mercer, Hilah	8/21/2017	Improvements in discipline data e.g.. Early Warning System and Rtl-B database.	5/18/2018 weekly
G2.B1.S1.A2 A342357	Social worker will provide instructional time three days a week on Zones of Regulation via...	Meraz, Christy	8/21/2017	Decreased behavior incidents	5/18/2018 weekly
G2.B1.S1.A3 A342358	Teachers will implement and practice Zones of Regulation instruction daily	Meraz, Christy	8/21/2017	Decreased behavior incidents	5/18/2018 daily
G2.B1.S1.A4 A342359	Teachers/Guidance Counselor will provide students instruction in social emotional learning during...	Coverdale, Lucille	8/21/2017	Decreased behavior incidents	5/18/2018 weekly
G2.B1.S1.A5 A342361	The Community School will conduct monthly Parent University Courses to inform, engage, and empower...	Scott, Michele	8/21/2017	Improved parent/family involvement (attendance at events);	5/18/2018 monthly
G2.B1.S1.A6 A342362	Endeavour will maintain systematic process for Positive Behavior Intervention Support (PBIS) to...	Parkhurst, Melissa	8/21/2017	Improved attendance at PBIS incentive/award events; decrease in behavior incidents	5/18/2018 weekly
G2.B1.S1.A7 A342368	Administration will use Endeavour News Network to reinforce student attendance through a point...	Mercer, Hilah	8/21/2017	Improved attendance data	5/18/2018 weekly
G2.B1.S1.A8 A342369	Teachers/Leadership will collaborate with school based and district personnel to identify and...	Mercer, Hilah	8/21/2017	Decreased in behavior incident data, students changing tiers of service due to improvement	5/18/2018 every-3-weeks
G2.B1.S1.A9 A342370	School Guidance Counselor will continue to follow the district Chronic Absence/Truancy Procedures.	Coverdale, Lucille	8/21/2017	Improved attendance rates	5/18/2018 weekly
G1.MA1 M362949	Improved standards-aligned instruction, students engaged and thinking critically, student...	Mercer, Hilah	8/21/2017	I-Ready data, Eureka math assessments, QLA assessments, formative assessments	5/18/2018 one-time

V. Professional Development Opportunities

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

G1. Endeavour will implement rigorous standards based instruction in all content areas leading to increased academic growth.

G1.B1 Understanding and/or implementing the depth and rigor of all content area standards.

G1.B1.S1 Strategies will be implemented to help teachers understand and teach to the depth and rigor of the content area standards

PD Opportunity 1

School based, district support personnel, and consultants will support and collaborate with classroom teachers to deliver professional development, coach, provide feedback and model instruction to meet the depth and rigor of the standards

Facilitator

Instructional Coaches

Participants

All Teachers

Schedule

Weekly, from 8/14/2017 to 5/18/2018

PD Opportunity 2

Leadership team selects which data to analyze to determine next step instruction in each content area.

Facilitator

Terri Rollins, i-Ready Consultant

Participants

1st - 6th grade teachers

Schedule

On 9/12/2017

PD Opportunity 3

Teachers with coaching from district and school coaches will implement Eureka math curriculum in grades K-5, using Mid and End of Module Assessments to progress monitor

Facilitator

Eureka Math Webinars and Coaches

Participants

K-5 Teachers

Schedule

Daily, from 8/14/2017 to 5/18/2018

PD Opportunity 4

Teachers, with coaching from district and school coaches, will implement district ELA Focus Documents in grades K-6 through topic based instruction, using Quarterly Language Assessments (QLA) in grades 1 & 2 and i-Ready Standards Mastery in grades 3-6 to progress monitor

Facilitator

Tamra Thatcher, Reading Coach

Participants

All Teachers

Schedule

Daily, from 8/14/2017 to 5/18/2018

G1.B2 Understanding and implementing the intervention process to close learning gaps based on the depth and rigor of content area standards

G1.B2.S1 Implement an intervention process to support the mastery of content area standards

PD Opportunity 1

School based and district personnel will provide professional development on the utilization of our intervention block and the MTSS process (eg. data collection for progress monitoring).

Facilitator

Parkhurst, Dickinson (District MTSS), Tallenda (Psych)

Participants

All Teachers

Schedule

Quarterly, from 8/21/2017 to 5/18/2018

G2. Endeavour staff will provide an equitable support system for every student's social emotional development, thus maximizing instructional time in the classroom.

G2.B1 Need for a school wide social emotional learning plan and time to implement to improve student conduct, attendance, and collective efficacy.

G2.B1.S1 Leadership team will develop and implement a school wide social emotional learning plan.

PD Opportunity 1

All teachers new to Endeavour will participate in Youth Mental Health First Aid Training

Facilitator

Paige Gray, Social Worker through National Institute of Justice (NIJ) Grant

Participants

Teachers new to Endeavour

Schedule

On 9/29/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	School based, district support personnel, and consultants will support and collaborate with classroom teachers to deliver professional development, coach, provide feedback and model instruction to meet the depth and rigor of the standards				\$9,917.73
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	311-Subagreements up to \$25,000	1051 - Endeavour Elementary School	UniSIG		\$7,000.00
<i>Notes: G1.B1.S1.A8 Eureka Professional Dev - Consultants</i>						
	6400	130-Other Certified Instructional Personnel	1051 - Endeavour Elementary School	UniSIG		\$2,700.00
<i>Notes: G1.B2.S1.A7 Summer PD teacher salary for Eureka.</i>						
	5100	210-Retirement	1051 - Endeavour Elementary School	UniSIG		\$106.92
<i>Notes: G1.B2.S1.A7 Summer PD teacher Retirement</i>						
	5100	220-Social Security	1051 - Endeavour Elementary School	UniSIG		\$103.28
<i>Notes: G1.B2.S1.A7 Summer PD teacher Social Security</i>						
	5100	240-Workers Compensation	1051 - Endeavour Elementary School	UniSIG		\$7.53
<i>Notes: G1.B2.S1.A7 Summer PD teacher Social Security</i>						
2	G1.B1.S1.A2	Leadership team selects which data to analyze to determine next step instruction in each content area.				\$0.00
3	G1.B1.S1.A3	The teachers will review and analyze data in grade level meetings with instructional coaches and leadership to determine the next steps for planning instruction and the need for additional instructional coaching as well as identifying Tier 2 and Tier 3 strategies for the MTSS process.				\$28,515.70
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7300	310-Professional and Technical Services	1051 - Endeavour Elementary School	UniSIG		\$550.00
<i>Notes: Principal to attend NAESP Summer Conference DIAP G1.B1.S1.A8</i>						
	5100	120-Classroom Teachers	1051 - Endeavour Elementary School	UniSIG		\$5,250.00
<i>Notes: G1.B2.S1.A2 Teacher stipends for extra duty pay when attending training outside of the school day and/or contract year.</i>						
	6400	330-Travel	1051 - Endeavour Elementary School	UniSIG		\$3,798.00
<i>Notes: G1.B2.S1.A2 Conference travel for professional development. FRA conference.</i>						

Brevard - 1051 - Endeavour Elementary School - 2017-18 SIP
Endeavour Elementary School

	6400	330-Travel	1051 - Endeavour Elementary School	UniSIG		\$2,085.00
			<i>Notes: G1.B2.S1.A2 Conference travel for professional development. FETC Conference.</i>			
	7300	110-Administrators	1051 - Endeavour Elementary School	UniSIG		\$7,786.62
			<i>Notes: G1.B1.S1.A9 Hourly pay for assistant principal to work on school improvement initiatives during the summer.</i>			
	5100	120-Classroom Teachers	1051 - Endeavour Elementary School	UniSIG		\$7,846.08
			<i>Notes: G1.B3.S2.A2 Teacher hourly pay for providing instruction during summer school.</i>			
	7300	310-Professional and Technical Services	1051 - Endeavour Elementary School	UniSIG		\$1,200.00
			<i>Notes: Travel costs for Principal to attend NAESP Summer Conference DIAP G1.B1.S1.A8</i>			
4	G1.B1.S1.A4	Teachers will collaborate with school based and district personnel to identify Tier 2 and Tier 3 interventions based on data (MTSS meetings)				\$0.00
5	G1.B1.S1.A5	Teachers with coaching from district and school coaches will implement Eureka math curriculum in grades K-5, using Mid and End of Module Assessments to progress monitor				\$0.00
6	G1.B1.S1.A6	Teachers, with coaching from district and school coaches, will implement district ELA Focus Documents in grades K-6 through topic based instruction, using Quarterly Language Assessments (QLA) in grades 1 & 2 and i-Ready Standards Mastery in grades 3-6 to progress monitor				\$11,738.72
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	140-Substitute Teachers	1051 - Endeavour Elementary School	UniSIG		\$11,738.72
			<i>Notes: G1.B2.S1.A2 Substitute teachers - provide teacher release time for training during the school day.</i>			
7	G1.B1.S1.A7	Teachers will implement new Social Studies adoption to integrate nonfiction content area reading and writing during the ELA block				\$6,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	500-Materials and Supplies	1051 - Endeavour Elementary School	UniSIG		\$6,500.00
			<i>Notes: G1.B2.S1.A9 Class sets of chapter books.</i>			
8	G1.B1.S1.A8	Implement weekly hands on interactive science labs as part of the "Five E Model" for all 4th and 5th grade classes, using district Baseline and Midyear assessment for 5th grade and district Body of Knowledge Assessments for K-4th and 6th to progress monitor				\$0.00
9	G1.B1.S1.A9	Teachers will support i-Ready standards based instruction through systematic conferencing with students in class and during scheduled lab time				\$86,618.85
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Brevard - 1051 - Endeavour Elementary School - 2017-18 SIP
Endeavour Elementary School

	5100	360-Rentals	1051 - Endeavour Elementary School	UniSIG		\$9,900.00
			<i>Notes: G1.B2.S1.A9 Lexia Software Subscription</i>			
	6500	360-Rentals	1051 - Endeavour Elementary School	UniSIG		\$11,000.00
			<i>Notes: G1.B2.S1.A9 Reading Plus Software Subscription.</i>			
	6500	644-Computer Hardware Non-Capitalized	1051 - Endeavour Elementary School	UniSIG		\$60,718.85
			<i>Notes: G1.B3.S2.A2 Computer Hardware</i>			
	6500	644-Computer Hardware Non-Capitalized	1051 - Endeavour Elementary School	UniSIG		\$5,000.00
			<i>Notes: B1.B3.S2.A2 Computer Hardware</i>			
10	G1.B2.S1.A1	School based and district personnel will provide professional development on the utilization of our intervention block and the MTSS process (eg. data collection for progress monitoring).				\$0.00
11	G1.B2.S1.A2	Leadership/teachers will utilize monthly MTSS data analysis meetings to identify students with academic concerns, determine intervention strategies, and create/monitor a data tracking plan.				\$0.00
12	G1.B2.S1.A3	Teachers and staff will implement intervention strategy based on student needs with fidelity (which may include Leveled Literacy Intervention, Ready materials for math, small group instruction based on academic concern and/or individualized interventions based on student needs)				\$102,867.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	1051 - Endeavour Elementary School	UniSIG	2.0	\$26,165.00
			<i>Notes: G1.B3.S2.A1 IA Salary</i>			
	5100	210-Retirement	1051 - Endeavour Elementary School	UniSIG	2.0	\$1,886.00
			<i>Notes: G1.B3.S2.A1 IA Retirement</i>			
	5100	220-Social Security	1051 - Endeavour Elementary School	UniSIG	2.0	\$1,822.00
			<i>Notes: G1.B3.S2.A1 IA Social Security</i>			
	5100	230-Group Insurance	1051 - Endeavour Elementary School	UniSIG	2.0	\$14,742.00
			<i>Notes: G1.B3.S2.A1 IA Group Insurance</i>			
	5100	232-Life Insurance	1051 - Endeavour Elementary School	UniSIG	2.0	\$198.00
			<i>Notes: G1.B3.S2.A1 IA Group Insurance</i>			
	5100	240-Workers Compensation	1051 - Endeavour Elementary School	UniSIG	2.0	\$132.00
			<i>Notes: G1.B3.S2.A1 IA Workers Compensation</i>			
	6300	120-Classroom Teachers	1051 - Endeavour Elementary School	UniSIG	1.0	\$36,920.00

Brevard - 1051 - Endeavour Elementary School - 2017-18 SIP
Endeavour Elementary School

			<i>Notes: G1.B3.S2.A1 Teachers Base Salary</i>			
6300	210-Retirement	1051 - Endeavour Elementary School	UniSIG	1.0	\$2,924.00	
			<i>Notes: G1.B3.S2.A1 Retirement</i>			
6300	220-Social Security	1051 - Endeavour Elementary School	UniSIG	1.0	\$2,824.00	
			<i>Notes: G1.B3.S2.A1 Social Security</i>			
6300	230-Group Insurance	1051 - Endeavour Elementary School	UniSIG	1.0	\$14,742.00	
			<i>Notes: G1.B3.S2.A1 Group Insurance</i>			
6300	232-Life Insurance	1051 - Endeavour Elementary School	UniSIG	1.0	\$306.00	
			<i>Notes: G1.B3.S2.A1 Group Insurance</i>			
6300	240-Workers Compensation	1051 - Endeavour Elementary School	UniSIG	1.0	\$206.00	
			<i>Notes: G1.B3.S2.A1 Workers Compensation</i>			
13	G2.B1.S1.A1	The leadership team will utilize the services of site based staff, community partners, and contracted agencies to educate staff and students regarding social emotional strategies and curriculum to include Zones of Regulation and Second Step.			\$7,000.00	
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	311-Subagreements up to \$25,000	1051 - Endeavour Elementary School	UniSIG		\$7,000.00
			<i>Notes: G2.B2.S1.A1 Zones of Regulation 1 day training stakeholders</i>			
14	G2.B1.S1.A10	All teachers new to Endeavour will participate in Youth Mental Health First Aid Training			\$0.00	
15	G2.B1.S1.A2	Social worker will provide instructional time three days a week on Zones of Regulation via Endeavour News Network .			\$0.00	
16	G2.B1.S1.A3	Teachers will implement and practice Zones of Regulation instruction daily			\$0.00	
17	G2.B1.S1.A4	Teachers/Guidance Counselor will provide students instruction in social emotional learning during weekly guidance lessons using Second Step curriculum			\$0.00	
18	G2.B1.S1.A5	The Community School will conduct monthly Parent University Courses to inform, engage, and empower to support school wide social emotional learning initiatives.			\$0.00	
19	G2.B1.S1.A6	Endeavour will maintain systematic process for Positive Behavior Intervention Support (PBIS) to continue to decrease office discipline referrals			\$70,840.00	
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	1051 - Endeavour Elementary School	UniSIG	1.0	\$54,267.00
			<i>Notes: G2.B2.S1.A1 PBIS Coach</i>			

Brevard - 1051 - Endeavour Elementary School - 2017-18 SIP
Endeavour Elementary School

	6300	210-Retirement	1051 - Endeavour Elementary School	UniSIG	1.0	\$4,298.00
			<i>Notes: G2.B2.S1.A1 PBIS Coach Retirement</i>			
	6300	220-Social Security	1051 - Endeavour Elementary School	UniSIG	1.0	\$4,151.00
			<i>Notes: G2.B2.S1.A1 PBIS Coach Social Security</i>			
	6300	230-Group Insurance	1051 - Endeavour Elementary School	UniSIG	1.0	\$7,371.00
			<i>Notes: G2.B2.S1.A1 PBIS Coach Group Insurance</i>			
	6300	232-Life Insurance	1051 - Endeavour Elementary School	UniSIG	1.0	\$450.00
			<i>Notes: G2.B2.S1.A1 PBIS Coach Life Insurance</i>			
	6300	240-Workers Compensation	1051 - Endeavour Elementary School	UniSIG	1.0	\$303.00
			<i>Notes: G2.B2.S1.A1 PBIS Coach Workers Compensation</i>			
20	G2.B1.S1.A7	Administration will use Endeavour News Network to reinforce student attendance through a point system				\$0.00
21	G2.B1.S1.A8	Teachers/Leadership will collaborate with school based and district personnel to identify and implement Tier 2 and Tier 3 interventions based on behavioral data (MTSS meetings).				\$0.00
22	G2.B1.S1.A9	School Guidance Counselor will continue to follow the district Chronic Absence/Truancy Procedures.				\$0.00
					Total:	\$323,998.00