

Brevard Public Schools

Endeavour Elementary School



2016-17 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)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-6	Yes	100%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	D	F

**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.

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
- 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)

2016-17 DA Category and Statuses

DA Category	Region	RED
Focus	Southeast	Gayle Sitter
Former F	Turnaround Status	
No	Implementing	

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 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 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.

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 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.

3. 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).

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
- course failure in ELA or Math
- 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	77	54	71	38	42	35	37	0	0	0	0	0	0	354
One or more suspensions	20	15	33	18	23	16	22	0	0	0	0	0	0	147
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	25	29	13	32	0	0	0	0	0	0	99

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	14	14	25	27	29	24	22	0	0	0	0	0	0	155

c. 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 zero 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 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.

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 be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PIP), 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 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

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

1. School Leadership Team

a. Membership

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

Name	Title
Wilson, Rachad	Principal
Collado, Ivette	Instructional Coach
Leaman, Maria	Instructional Coach
Cope, Rosanna	Teacher, K-12
Meraz, Christy	Assistant Principal
Parkhurst, Melissa	Teacher, ESE
Fetner, Lisa	Instructional Coach
Thatcher, Tamra	Instructional Coach
Carlo-Coryell, Doreen	Assistant Principal

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 \$463,800 for the 2016-2017 school year. This money is used to provide salaries for our Title I Coordinator, Writing Coach, Reading Coach, Math Coach, Science Coach, two Title I teachers, and seven Instructional Assistants.

Title I Part C Migrant- Endeavour Elementary has 11 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 259 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 15 students listed as in transition.

Supplemental Academic Instruction- Endeavour participates in the SAI program through ASP. Our ASP program for the 2015-2016 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 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 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
Rachad T. Wilson	Principal
Rosanna Cope	Teacher
Kathryn Compton	Education Support Employee
Gerald Jordan	Business/Community
Christiane Wilson	Teacher
Bettye Kelley	Parent
Zina Hollis	Teacher
Dwight McDougale	Teacher
Marsha Sasnett	Parent
Samantha Anderson	Parent
Kathy Brown	Parent
Brandy Jackson	Parent
Marie Parmer	Parent
Daveta Chery	Parent
Sabrina Riely	Parent
Frank Zembreski	Parent
Ruben Diaz	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

At the end of the 2015/16 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 2016/17 school year.

b. Development of this school improvement plan

The SAC committee met monthly during the 2015/16 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 2015/16 school year the team supplied suggestions for continued improvement of the school during the 2015/16 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 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 FSA testing and how that would affect our schools ability to show growth.

Writing became a school goal this year because of the ELA portion of the Florida Standards Assessment. Research shows that writing assists with the learning process.

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

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.

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
Thatcher, Tamra	Instructional Coach
Collado, Ivette	Instructional Coach
Wilson, Rachad	Principal
Meraz, Christy	Assistant Principal
Carlo-Coryell, Doreen	Assistant Principal

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:

- Read Alouds by guest/volunteer readers
- Grade Level Meetings each month for ELA
- Modeling Best Practices by Academic Coaches
- MyOn Reading Challenges
- African American Read IN
- School wide Greek or Latin root word of the day
- At home access to MyOn
- Use of Study Island and iReady Test for FCIM
- Tracking reading data K-6
- Million Minute Challenge
- Literacy Night with book giveaway
- Literacy Week

D. 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).

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 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: Doreen Carlo-Coryell, 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: Doreen Carlo-Coryell, 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.

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.

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 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

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 Interim assessments, iReady as well as DIBBLES, 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 be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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.

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

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 section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

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:

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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

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, accountable talk, small groups and read alouds in all content areas that will consistently exhibit continuous academic growth school wide.
- G3.** Endeavour will collaboratively establish expectations for student discourse, read-alouds, high quality writing instruction and student feedback in all content areas, to be consistently met school wide with fidelity.

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

G077840

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	10.0

Targeted Barriers to Achieving the Goal 3

- All staff need additional behavior and classroom management strategies.
- Systemic process needed to train new staff and transfer students on school-wide PBIS expectations

Resources Available to Support the Goal 2

- Teachers
- Parents
- Leadership Team
- PBS Team
- Academic Coaches

Plan to Monitor Progress Toward G1. 8

Monthly PBIS meetings, monitoring progress

Person Responsible

Melissa Parkhurst

Schedule

Monthly, from 8/18/2016 to 5/24/2017

Evidence of Completion

Monthly referrals will decrease by 10%.

G2. Endeavour will utilize data to implement rigorous standards based ambitious instruction, accountable talk, small groups and read alouds in all content areas that will consistently exhibit continuous academic growth school wide. 1a

G077841

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Understanding the depth and rigor of the standards and using them to drive formative assessment to align instruction and assessment.

Resources Available to Support the Goal 2

- Teachers
- Coaches
- Administrative Team
- District Resource Teachers

Plan to Monitor Progress Toward G2. 8

FSA, FCAT Science scores, iReady progress, Interim and District Assessments (across content areas throughout the year), FCIM

Person Responsible

Doreen Carlo-Coryell

Schedule

Monthly, from 9/6/2016 to 5/24/2017

Evidence of Completion

Reviewing the data to see if students are making progress during our monthly data meetings. Monitoring our lowest 25% groups and having monthly mentor meetings.

G3. Endeavour will collaboratively establish expectations for student discourse, read-alouds, high quality writing instruction and student feedback in all content areas, to be consistently met school wide with fidelity.

1a

G077842

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Student knowledge and consistent implementation of writing instruction across content areas.
- Student discourse in higher order questioning

Resources Available to Support the Goal 2

- Teachers
- Coaches
- Administrators
- District Resource Teachers

Plan to Monitor Progress Toward G3. 8

iReady scores, Interim assessments, data meetings, classroom walkthrough observations

Person Responsible

Tamra Thatcher

Schedule

Monthly, from 8/18/2016 to 5/20/2017

Evidence of Completion

iReady scores, Interim 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

 = 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

G077840

G1.B1 All staff need additional behavior and classroom management strategies. 2

B204435

G1.B1.S1 Strategies to reduce student behavior problems will be implemented consistently by all staff.

4

S216208

Strategy Rationale

If behavior problems decrease instructional time will be maximized.

Action Step 1 5

PBS SWAG (Successful Work Achieves Goals) bucks will be used consistently school wide.

Person Responsible

Christy Meraz

Schedule

Monthly, from 8/18/2016 to 5/24/2017

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

Christy Meraz

Schedule

Monthly, from 8/18/2016 to 5/24/2017

Evidence of Completion

Student attendance at socials will increase each month.

Action Step 3 5

There is a continuous emphasis on teaching behavioral expectations and Characteristics of Excellence to students.

Person Responsible

Christy Meraz

Schedule

Daily, from 8/5/2016 to 5/23/2017

Evidence of Completion

Daily announcements, school wide expectations, improved student behavior

Action Step 4 5

Substitutes will be trained on PBS, use of SWAG bucks, classroom expectations, etc.

Person Responsible

Christy Meraz

Schedule

Biweekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

School wide expectations, improved student behavior

Action Step 5 5

K-3 teachers will implement daily note sheets consistently

Person Responsible

Melissa Parkhurst

Schedule

Daily, from 8/10/2016 to 5/24/2017

Evidence of Completion

Copies of Daily Note Sheets sent home to parents

Action Step 6 5

Develop and implement process for training of new teachers hired mid-year

Person Responsible

Melissa Parkhurst

Schedule

Semiannually, from 8/10/2016 to 5/24/2017

Evidence of Completion

Sign in sheet

Action Step 7 5

Consistently progress monitor with PBIS walkthrough tool and share data with staff.

Person Responsible

Christy Meraz

Schedule

Monthly, from 8/22/2016 to 5/22/2017

Evidence of Completion

BOQ tool

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

Christy Meraz

Schedule

Monthly, from 8/18/2016 to 5/24/2017

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

Christy Meraz

Schedule

Monthly, from 8/18/2016 to 5/25/2017

Evidence of Completion


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

G1.B2 Systemic process needed to train new staff and transfer students on school-wide PBIS expectations

2

 B204460

G1.B2.S1 With teacher input, leadership team will develop system to improve PBIS implementation with transfer students and students with high behavioral referrals. 4

 S216232

Strategy Rationale

Behavior referrals of transfer students will decrease if a system is put in place.

Action Step 1 5

Develop PBIS peer buddy system for students new to Endeavour

Person Responsible

Melissa Parkhurst

Schedule

Monthly, from 8/17/2016 to 5/24/2017

Evidence of Completion

Action Step 2 5

Develop tour, pictures, PowerPoint video of Swagtastic expectations for use with parents and students.

Person Responsible

Melissa Parkhurst

Schedule

Quarterly, from 8/17/2016 to 5/24/2017

Evidence of Completion

PowerPoint video, pictures

Action Step 3 5

Meet with parents to develop consistent expectations

Person Responsible

Melissa Parkhurst

Schedule

On 5/24/2017

Evidence of Completion

Parent sign in sheets

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

List of new students will be sent to PBS Coach

Person Responsible

Melissa Parkhurst

Schedule

Quarterly, from 8/22/2016 to 5/17/2017

Evidence of Completion

List of new students and students with high level of referrals with dates of orientation

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

PBS team will meet to assess needed PBIS implementation with new students or students with high referrals

Person Responsible

Melissa Parkhurst

Schedule

Quarterly, from 8/22/2016 to 5/17/2017

Evidence of Completion

Data collection folders of repeat offenders in Internal Suspension

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

PBS team will meet to assess needed PBIS implementation with new students or students with high referrals

Person Responsible

Melissa Parkhurst


Schedule

Quarterly, from 8/22/2016 to 5/17/2017

Evidence of Completion

Data collection folders of repeat offenders in Internal Suspension

G1.B2.S2 Provide PBIS professional development for mid-year new teachers 4

 S216234

Strategy Rationale

To establish clear and consistent PBIS expectations for all

Action Step 1 5

Provide PBIS support binders

Person Responsible

Melissa Parkhurst

Schedule

Semiannually, from 8/17/2016 to 5/17/2017

Evidence of Completion

Binder Table of Contents

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

PBIS Coach will meet with new teachers for PBIS professional development

Person Responsible

Melissa Parkhurst

Schedule

Semiannually, from 10/26/2016 to 4/26/2017

Evidence of Completion

Sign in sheets, ticket out the door, number of referrals written

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

New teachers will provide feedback to PBIS Coach

Person Responsible

Melissa Parkhurst

Schedule

Semiannually, from 10/26/2016 to 4/26/2017

Evidence of Completion

Meeting notes and reflection sheets

G2. Endeavour will utilize data to implement rigorous standards based ambitious instruction, accountable talk, small groups and read alouds in all content areas that will consistently exhibit continuous academic growth school wide. 1

G077841

G2.B1 Understanding the depth and rigor of the standards and using them to drive formative assessment to align instruction and assessment. 2

B204437

G2.B1.S1 Strategies will be implemented to help teachers understand the depth and rigor of the standards, accountable talk and student discourse. 4

S216209

Strategy Rationale

If teachers understand the depth and rigor of the standards then students will show a higher level of proficiency.

Action Step 1 5

Teachers will participate in training on “Prioritizing Standards” and apply training to reading standards with revision occurring throughout the 16-17 school year.

Person Responsible

Tamra Thatcher

Schedule

Biweekly, from 8/8/2016 to 6/1/2017

Evidence of Completion

Completed data sheets

Action Step 2 5

Establish a system for strategic peer to peer observation.

Person Responsible

Doreen Carlo-Coryell

Schedule

Weekly, from 8/4/2016 to 5/29/2017

Evidence of Completion

Induction program Peer Observation schedule and reflections

Action Step 3 5

Utilize district resource teachers to model and support teachers.

Person Responsible

Rachad Wilson

Schedule

Quarterly, from 9/16/2016 to 6/15/2017

Evidence of Completion

Focus Calendars and lesson plans submitted to administration.

Action Step 4 5

Teachers will bring analyzed data and collaborate with instructional coaches to determine the next steps for planning instruction and the need for additional instructional coaching.

Person Responsible

Ivette Collado

Schedule

Monthly, from 9/6/2016 to 5/17/2017

Evidence of Completion

Data reflection sheets

Action Step 5 5

Teachers on all grade levels will be provided common planning times on a daily basis. Teachers will have time to collaborate during weekly grade level planning meetings and during Early Release days.

Person Responsible

Rachad Wilson

Schedule

Daily, from 8/17/2016 to 5/17/2017

Evidence of Completion

Lesson plans

Action Step 6 5

Each semester, teachers will be given a half day of extra planning to collaborate on focus calendars, instructional strategies, common assessments and other lesson planning components. Administration and other instructional coaches will provide support and resources during collaborative planning. Teachers will utilize provided resources during collaborative planning to maximize student achievement.

Person Responsible

Rachad Wilson

Schedule

Semiannually, from 10/12/2016 to 5/10/2017

Evidence of Completion

Focus calendars, common assessments, lesson plans

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

Classroom walkthroughs with test item specifications

Person Responsible

Rachad Wilson

Schedule

Daily, from 9/6/2016 to 5/24/2017

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 Interim assessments, walkthroughs and standards based instruction.

Person Responsible

Rachad Wilson

Schedule

Weekly, from 8/22/2016 to 5/24/2017

Evidence of Completion

Data meetings notes, classroom walkthrough data and local assessment data such as iReady, FCIM and Interim assessments

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

G077842

G3.B1 Student knowledge and consistent implementation of writing instruction across content areas. 2

B204438

G3.B1.S1 Teachers will implement strategies to improve student writing through direct instruction. 4

S216210

Strategy Rationale

If teachers understand successful writing strategies then students will show a higher level of proficiency in writing.

Action Step 1 5

Teachers will incorporate response to text tasks to be integrated throughout content areas (e.g. ELA & Science)

Person Responsible

Ivette Collado

Schedule

Daily, from 8/25/2016 to 5/24/2017

Evidence of Completion

Collaborative planning meeting notes, teacher plans and writing work samples

Action Step 2 5

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

Person Responsible

Ivette Collado

Schedule

Weekly, from 9/16/2016 to 5/18/2017

Evidence of Completion

Collaborative planning meeting notes

Action Step 3 5

Teachers will consistently conference with students to enhance student writing.

Person Responsible

Ivette Collado

Schedule

Weekly, from 9/16/2016 to 9/16/2016

Evidence of Completion

Conference notes and student writing samples

Action Step 4 5

Teachers will participate in training, support and implementation of Comprehension Instructional Sequence (CIS).

Person Responsible

Ivette Collado

Schedule

Every 2 Months, from 11/30/2016 to 5/17/2017

Evidence of Completion

CIS sample lessons

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

Literacy Coaches and Administration will review lesson plans and conduct classroom walk-throughs

Person Responsible

Rachad Wilson

Schedule

Weekly, from 9/6/2016 to 5/17/2017

Evidence of Completion

Walkthrough data collection forms and lesson plans

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

Data meetings to analyze Drop Everything and Write data, CIS student final writing piece and lesson planning notes

Person Responsible

Ivette Collado

Schedule

Monthly, from 8/18/2016 to 5/24/2017

Evidence of Completion

Data meeting notes, Drop Everything & Write student samples and iReady data.

G3.B1.S2 Establish a process for teacher reflection on lesson planning and delivery of writing instruction. 4

 S221187

Strategy Rationale

Self reflection helps improve practice

Action Step 1 5

Utilize SWIVL- Ipad devices, one per grade level, for teachers to video tape lessons and self reflect once per quarter.

Person Responsible

Ivette Collado

Schedule

Monthly, from 8/22/2016 to 5/17/2017

Evidence of Completion

Video tape and journal reflections

Action Step 2 5

Establish expectations for teacher reflection

Person Responsible

Tamra Thatcher

Schedule

Semiannually, from 8/24/2016 to 5/17/2017

Evidence of Completion

Literacy Coach will send guidelines to staff

G3.B1.S3 Explicit instructional delivery in vocabulary instruction to increase student vocabulary. 4

S221188

Strategy Rationale

Increased vocabulary helps increase reading comprehension and writing ability.

Action Step 1 5

Vocabulary will be integrated across content areas for academic growth.

Person Responsible

Tamra Thatcher

Schedule

Monthly, from 8/29/2016 to 5/24/2017

Evidence of Completion

Lesson plans, planning notes, Greek and Latin Word of the Day program

Action Step 2 5

Teachers will collaborate with assistance from Instructional Coaches on the use of academic vocabulary to develop better student understanding of content.

Person Responsible

Tamra Thatcher

Schedule

Weekly, from 8/29/2016 to 5/24/2017

Evidence of Completion

Lesson plans, planning meeting notes

Action Step 3 5

Teachers will receive coaching on strategies for increasing student vocabulary

Person Responsible

Tamra Thatcher

Schedule

Monthly, from 8/9/2016 to 5/17/2017

Evidence of Completion

Lesson plans integrating vocabulary strategies, planning session notes

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Vocabulary words will be included in all lesson plans, configuration boards and shared daily school wide

Person Responsible

Tamra Thatcher

Schedule

Weekly, from 8/10/2016 to 5/17/2017

Evidence of Completion

Daily Greek and Latin Root Word of the Day will go out school wide to be taught by the teacher and over the intercom by administrators, lesson plans, grade level planning meeting notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Person Responsible

Tamra Thatcher

Schedule

Evidence of Completion

G3.B1.S4 Support teachers in becoming more proficient at teaching writing. 4

S221189

Strategy Rationale

Proficient instruction in writing will result in increased test scores.

Action Step 1 5

Teachers will integrate grammar instruction within the ELA block (i.e.: thinking maps, sentence imitation, various text types, conferencing, whole group, small group)

Person Responsible

Ivette Collado

Schedule

Weekly, from 8/29/2016 to 5/24/2017

Evidence of Completion

Lesson plans, planning meeting notes

Action Step 2 5

K-3 teachers will deliver high quality writing instruction connected to mentor text implementing Lucy Calkins units of study. 4th-6th grade teachers will deliver high quality writing instruction connected to CIS (Comprehension Instructional Sequence).

Person Responsible

Ivette Collado

Schedule

Daily, from 8/29/2016 to 5/24/2017

Evidence of Completion

Lesson plans, student writing samples

Action Step 3 5

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

Person Responsible

Ivette Collado

Schedule

Monthly, from 8/15/2016 to 5/17/2017

Evidence of Completion

Modeling schedule and reflection feedback

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Classroom walkthroughs, lesson plan review

Person Responsible

Rachad Wilson

Schedule

Weekly, from 8/29/2016 to 5/17/2017

Evidence of Completion

Classroom walkthrough data, lesson plans, student writing samples

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7

Mrs. Collado will do check ins with teachers and continue to model as necessary

Person Responsible

Ivette Collado

Schedule

Monthly, from 8/29/2016 to 5/17/2017

Evidence of Completion

Drop everything and write data, lesson plans, student work samples

G3.B2 Student discourse in higher order questioning 2

B204439

G3.B2.S1 Teachers will increase student discourse and accountable talk, increasing conceptual understanding across all content areas. 4

S216211

Strategy Rationale

If teachers increase student discourse and accountable talk of our students then increasing conceptual understanding across all content areas will occur.

Action Step 1 5

Incorporate HOT (Higher Order Thinking) questions in all content areas.

Person Responsible

Tamra Thatcher

Schedule

Weekly, from 8/18/2016 to 6/1/2017

Evidence of Completion

Lesson plans and classroom walkthroughs

Action Step 2 5

Provide opportunities for new teachers to observe a veteran teacher's classroom in which student discourse with higher order questioning and thinking is evident.

Person Responsible

Tamra Thatcher

Schedule

Daily, from 8/25/2016 to 5/24/2017

Evidence of Completion

Lesson plans,observational walk-throughs

Action Step 3 5

Literacy Coach will assist teachers in creating HOT (Higher Order Thinking) questions.

Person Responsible

Tamra Thatcher

Schedule

Weekly, from 8/25/2016 to 5/18/2017

Evidence of Completion

Planning notes, Lesson plans, observations

Action Step 4 5

Administration will present IPPAS rubric clarifying expectations of "Distinguished" as related to student discourse.

Person Responsible

Doreen Carlo-Coryell

Schedule

On 8/31/2016

Evidence of Completion

PowerPoint presentation, sign in sheet, observation feedback

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

Literacy Coach feedback, notes, agendas, minutes, observations

Person Responsible

Tamra Thatcher

Schedule

Weekly, from 8/18/2016 to 5/24/2017

Evidence of Completion

Coaches notes and feedback, observations

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

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

Person Responsible

Tamra Thatcher

Schedule

Weekly, from 8/18/2016 to 5/24/2017

Evidence of Completion

Walkthrough notes, iReady scores, Interim assessment data, observation feedback

G3.B2.S2 Teachers will model Read Aloud strategies for students daily. 4

S221504

Strategy Rationale

Students will benefit from hearing teacher's academic "voice" during daily read alouds.

Action Step 1 5

Literacy Coach will model Read Aloud strategies.

Person Responsible

Tamra Thatcher

Schedule

Monthly, from 8/29/2016 to 5/17/2017

Evidence of Completion

Teachers will model for Reading Coach and include in weekly lesson plans

Action Step 2 5

Teachers will incorporate purposeful read alouds throughout the day in all content areas.

Person Responsible

Tamra Thatcher

Schedule

Daily, from 8/29/2016 to 5/24/2017

Evidence of Completion

Lesson plans, weekly planning meeting notes

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Schedule of Literacy Coach modeling

Person Responsible

Tamra Thatcher

Schedule

Monthly, from 8/29/2016 to 5/24/2017

Evidence of Completion

A schedule of Literacy Coach modeling and teachers modeling for Reading Coach

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Walkthroughs, lesson plans and planning meeting notes

Person Responsible

Rachad Wilson

Schedule

Quarterly, from 8/29/2016 to 5/17/2017

Evidence of Completion

Classroom observations and walkthroughs during 90 minute Reading block 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
2016					
G2.B1.S1.A2 A270940	Establish a system for strategic peer to peer observation.	Carlo-Coryell, Doreen	8/4/2016	Induction program Peer Observation schedule and reflections	5/29/2017 weekly
G1.B1.S1.A3 A270938	There is a continuous emphasis on teaching behavioral expectations and Characteristics of...	Meraz, Christy	8/5/2016	Daily announcements, school wide expectations, improved student behavior	5/23/2017 daily
G2.B1.S1.A1 A270939	Teachers will participate in training on "Prioritizing Standards" and apply training to reading...	Thatcher, Tamra	8/8/2016	Completed data sheets	6/1/2017 biweekly
G3.B1.S3.A3 A279243	Teachers will receive coaching on strategies for increasing student vocabulary	Thatcher, Tamra	8/9/2016	Lesson plans integrating vocabulary strategies, planning session notes	5/17/2017 monthly
G3.B1.S3.MA1 M279591	Vocabulary words will be included in all lesson plans, configuration boards and shared daily school...	Thatcher, Tamra	8/10/2016	Daily Greek and Latin Root Word of the Day will go out school wide to be taught by the teacher and over the intercom by administrators, lesson plans, grade level planning meeting notes	5/17/2017 weekly
G1.B1.S1.A5 A270980	K-3 teachers will implement daily note sheets consistently	Parkhurst, Melissa	8/10/2016	Copies of Daily Note Sheets sent home to parents	5/24/2017 daily
G1.B1.S1.A4 A270979	Substitutes will be trained on PBS, use of SWAG bucks, classroom expectations, etc.	Meraz, Christy	8/10/2016	School wide expectations, improved student behavior	5/24/2017 biweekly
G1.B1.S1.A6 A270981	Develop and implement process for training of new teachers hired mid-year	Parkhurst, Melissa	8/10/2016	Sign in sheet	5/24/2017 semiannually
G3.B1.S4.A3 A279249	Writing Coach will model writing across the curriculum lessons for teachers.	Collado, Ivette	8/15/2016	Modeling schedule and reflection feedback	5/17/2017 monthly
G1.B2.S2.A1 A270986	Provide PBIS support binders	Parkhurst, Melissa	8/17/2016	Binder Table of Contents	5/17/2017 semiannually
G2.B1.S1.A5 A270989	Teachers on all grade levels will be provided common planning times on a daily basis. Teachers will...	Wilson, Rachad	8/17/2016	Lesson plans	5/17/2017 daily
G1.B2.S1.A1 A270983	Develop PBIS peer buddy system for students new to Endeavour	Parkhurst, Melissa	8/17/2016		5/24/2017 monthly
G1.B2.S1.A2 A270984	Develop tour, pictures, PowerPoint video of Swagastic expectations for use with parents and...	Parkhurst, Melissa	8/17/2016	PowerPoint video, pictures	5/24/2017 quarterly
G1.B2.S1.A3 A270985	Meet with parents to develop consistent expectations	Parkhurst, Melissa	8/17/2016	Parent sign in sheets	5/24/2017 one-time
G3.MA1 M265243	iReady scores, Interim assessments, data meetings, classroom walkthrough observations	Thatcher, Tamra	8/18/2016	iReady scores, Interim assessments, data meetings, classroom walkthrough observations	5/20/2017 monthly
G1.B1.S1.A1 A270936	PBS SWAG (Successful Work Achieves Goals) bucks will be used consistently school wide.	Meraz, Christy	8/18/2016	Students will earn SWAG bucks from all faculty and staff and be able to spend them in the PBS store.	5/24/2017 monthly
G1.B1.S1.MA1 M265234	Behavior referrals and Refocus Room referrals will be monitored in AS400 and data will be collected...	Meraz, Christy	8/18/2016	AS400 reports, graphs in the school hallway	5/24/2017 monthly
G3.B2.S1.MA1 M265241	Literacy Coach will complete walkthroughs and leave meaningful feedback to teachers on their...	Thatcher, Tamra	8/18/2016	Walkthrough notes, iReady scores, Interim assessment data, observation feedback	5/24/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A2 A270937	Quarterly after school socials for students who have not been given a behavior referral.	Meraz, Christy	8/18/2016	Student attendance at socials will increase each month.	5/24/2017 monthly
G3.B2.S1.MA1 M265242	Literacy Coach feedback, notes, agendas, minutes, observations	Thatcher, Tamra	8/18/2016	Coaches notes and feedback, observations	5/24/2017 weekly
G3.B1.S1.MA1 M265239	Data meetings to analyze Drop Everything and Write data, CIS student final writing piece and lesson...	Collado, Ivette	8/18/2016	Data meeting notes, Drop Everything & Write student samples and iReady data.	5/24/2017 monthly
G1.MA1 M265235	Monthly PBIS meetings, monitoring progress	Parkhurst, Melissa	8/18/2016	Monthly referrals will decrease by 10%.	5/24/2017 monthly
G1.B1.S1.MA1 M265233	PBS data meetings will be held once a month.	Meraz, Christy	8/18/2016	Monthly AS400 reports will show that behavior referrals have decreased. Monthly PBS meeting notes.	5/25/2017 monthly
G3.B2.S1.A1 A270945	Incorporate HOT (Higher Order Thinking) questions in all content areas.	Thatcher, Tamra	8/18/2016	Lesson plans and classroom walkthroughs	6/1/2017 weekly
G1.B2.S1.MA1 M276429	PBS team will meet to assess needed PBIS implementation with new students or students with high...	Parkhurst, Melissa	8/22/2016	Data collection folders of repeat offenders in Internal Suspension	5/17/2017 quarterly
G3.B1.S2.A1 A279239	Utilize SWIVL- iPad devices, one per grade level, for teachers to video tape lessons and self...	Collado, Ivette	8/22/2016	Video tape and journal reflections	5/17/2017 monthly
G1.B2.S1.MA1 M275238	List of new students will be sent to PBS Coach	Parkhurst, Melissa	8/22/2016	List of new students and students with high level of referrals with dates of orientation	5/17/2017 quarterly
G1.B2.S1.MA1 M276428	PBS team will meet to assess needed PBIS implementation with new students or students with high...	Parkhurst, Melissa	8/22/2016	Data collection folders of repeat offenders in Internal Suspension	5/17/2017 quarterly
G1.B1.S1.A7 A270982	Consistently progress monitor with PBIS walkthrough tool and share data with staff.	Meraz, Christy	8/22/2016	BOQ tool	5/22/2017 monthly
G2.B1.S1.MA1 M265236	Teachers and coaches meet weekly for data meetings. During these meetings coaches and leadership...	Wilson, Rachad	8/22/2016	Data meetings notes, classroom walkthrough data and local assessment data such as iReady, FCIM and Interim assessments	5/24/2017 weekly
G3.B1.S2.A2 A279240	Establish expectations for teacher reflection	Thatcher, Tamra	8/24/2016	Literacy Coach will send guidelines to staff	5/17/2017 semiannually
G3.B2.S1.A3 A270947	Literacy Coach will assist teachers in creating HOT (Higher Order Thinking) questions.	Thatcher, Tamra	8/25/2016	Planning notes, Lesson plans, observations	5/18/2017 weekly
G3.B2.S1.A2 A270946	Provide opportunities for new teachers to observe a veteran teacher's classroom in which student...	Thatcher, Tamra	8/25/2016	Lesson plans,observational walk-throughs	5/24/2017 daily
G3.B1.S1.A1 A270942	Teachers will incorporate response to text tasks to be integrated throughout content areas (e.g....	Collado, Ivette	8/25/2016	Collaborative planning meeting notes, teacher plans and writing work samples	5/24/2017 daily
G3.B2.S2.A1 A279271	Literacy Coach will model Read Aloud strategies.	Thatcher, Tamra	8/29/2016	Teachers will model for Reading Coach and include in weekly lesson plans	5/17/2017 monthly
G3.B1.S4.MA1 M276409	Classroom walkthroughs, lesson plan review	Wilson, Rachad	8/29/2016	Classroom walkthrough data, lesson plans, student writing samples	5/17/2017 weekly
G3.B1.S4.MA1 M276413	Mrs. Collado will do check ins with teachers and continue to model as necessary	Collado, Ivette	8/29/2016	Drop everything and write data, lesson plans, student work samples	5/17/2017 monthly
G3.B2.S2.MA1 M276427	Walkthroughs, lesson plans and planning meeting notes	Wilson, Rachad	8/29/2016	Classroom observations and walkthroughs during 90 minute Reading block data	5/17/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S4.A1 A279247	Teachers will integrate grammar instruction within the ELA block (i.e.: thinking maps, sentence...	Collado, Ivette	8/29/2016	Lesson plans, planning meeting notes	5/24/2017 weekly
G3.B1.S4.A2 A279248	K-3 teachers will deliver high quality writing instruction connected to mentor text implementing...	Collado, Ivette	8/29/2016	Lesson plans, student writing samples	5/24/2017 daily
G3.B1.S3.A1 A279241	Vocabulary will be integrated across content areas for academic growth.	Thatcher, Tamra	8/29/2016	Lesson plans, planning notes, Greek and Latin Word of the Day program	5/24/2017 monthly
G3.B2.S2.A2 A279272	Teachers will incorporate purposeful read alouds throughout the day in all content areas.	Thatcher, Tamra	8/29/2016	Lesson plans, weekly planning meeting notes	5/24/2017 daily
G3.B2.S2.MA1 M276426	Schedule of Literacy Coach modeling	Thatcher, Tamra	8/29/2016	A schedule of Literacy Coach modeling and teachers modeling for Reading Coach	5/24/2017 monthly
G3.B1.S3.A2 A279242	Teachers will collaborate with assistance from Instructional Coaches on the use of academic...	Thatcher, Tamra	8/29/2016	Lesson plans, planning meeting notes	5/24/2017 weekly
G3.B2.S1.A4 A279268	Administration will present IPPAS rubric clarifying expectations of "Distinguished" as related to...	Carlo-Coryell, Doreen	8/31/2016	PowerPoint presentation, sign in sheet, observation feedback	8/31/2016 one-time
G3.B1.S1.MA1 M265240	Literacy Coaches and Administration will review lesson plans and conduct classroom walks-throughs	Wilson, Rachad	9/6/2016	Walkthrough data collection forms and lesson plans	5/17/2017 weekly
G2.B1.S1.A4 A270988	Teachers will bring analyzed data and collaborate with instructional coaches to determine the next...	Collado, Ivette	9/6/2016	Data reflection sheets	5/17/2017 monthly
G2.B1.S1.MA1 M265237	Classroom walkthroughs with test item specifications	Wilson, Rachad	9/6/2016	Classroom walkthrough feedback forms	5/24/2017 daily
G2.MA1 M265238	FSA, FCAT Science scores, iReady progress, Interim and District Assessments (across content areas...	Carlo-Coryell, Doreen	9/6/2016	Reviewing the data to see if students are making progress during our monthly data meetings. Monitoring our lowest 25% groups and having monthly mentor meetings.	5/24/2017 monthly
G3.B1.S3.MA1 M279593	[no content entered]	Thatcher, Tamra	No Start Date		No End Date one-time
G3.B1.S1.A3 A270944	Teachers will consistently conference with students to enhance student writing.	Collado, Ivette	9/16/2016	Conference notes and student writing samples	9/16/2016 weekly
G3.B1.S1.A2 A270943	Coaches will help teachers plan for writing centers each week during their collaborative planning...	Collado, Ivette	9/16/2016	Collaborative planning meeting notes	5/18/2017 weekly
G2.B1.S1.A3 A270941	Utilize district resource teachers to model and support teachers.	Wilson, Rachad	9/16/2016	Focus Calendars and lesson plans submitted to administration.	6/15/2017 quarterly
G2.B1.S1.A6 A270990	Each semester, teachers will be given a half day of extra planning to collaborate on focus...	Wilson, Rachad	10/12/2016	Focus calendars, common assessments, lesson plans	5/10/2017 semiannually
G1.B2.S2.MA1 M276430	New teachers will provide feedback to PBIS Coach	Parkhurst, Melissa	10/26/2016	Meeting notes and reflection sheets	4/26/2017 semiannually
G1.B2.S2.MA1 M275239	PBIS Coach will meet with new teachers for PBIS professional development	Parkhurst, Melissa	10/26/2016	Sign in sheets, ticket out the door, number of referrals written	4/26/2017 semiannually
G3.B1.S1.A4 A278655	Teachers will participate in training, support and implementation of Comprehension Instructional...	Collado, Ivette	11/30/2016	CIS sample lessons	5/17/2017 every-2-months

V. Professional Development Opportunities

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

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

G1.B1 All staff need additional behavior and classroom management strategies.

G1.B1.S1 Strategies to reduce student behavior problems will be implemented consistently by all staff.

PD Opportunity 1

PBS SWAG (Successful Work Achieves Goals) bucks will be used consistently school wide.

Facilitator

Missy Parkhurst

Participants

All teachers

Schedule

Monthly, from 8/18/2016 to 5/24/2017

PD Opportunity 2

There is a continuous emphasis on teaching behavioral expectations and Characteristics of Excellence to students.

Facilitator

Ms. Parkhurst and Mrs. Meraz

Participants

All faculty members

Schedule

Daily, from 8/5/2016 to 5/23/2017

PD Opportunity 3

Substitutes will be trained on PBS, use of SWAG bucks, classroom expectations, etc.

Facilitator

Missy Parkhurst

Participants

Substitute teachers

Schedule

Biweekly, from 8/10/2016 to 5/24/2017

PD Opportunity 4

Develop and implement process for training of new teachers hired mid-year

Facilitator

Missy Parkhurst

Participants

New educators to Endeavour

Schedule

Semiannually, from 8/10/2016 to 5/24/2017

G1.B2 Systemic process needed to train new staff and transfer students on school-wide PBIS expectations

G1.B2.S1 With teacher input, leadership team will develop system to improve PBIS implementation with transfer students and students with high behavioral referrals.

PD Opportunity 1

Develop PBIS peer buddy system for students new to Endeavour

Facilitator

Missy Parkhurst

Participants

New students to Endeavour

Schedule

Monthly, from 8/17/2016 to 5/24/2017

G2. Endeavour will utilize data to implement rigorous standards based ambitious instruction, accountable talk, small groups and read alouds in all content areas that will consistently exhibit continuous academic growth school wide.

G2.B1 Understanding the depth and rigor of the standards and using them to drive formative assessment to align instruction and assessment.

G2.B1.S1 Strategies will be implemented to help teachers understand the depth and rigor of the standards, accountable talk and student discourse.

PD Opportunity 1

Teachers will participate in training on “Prioritizing Standards” and apply training to reading standards with revision occurring throughout the 16-17 school year.

Facilitator

Instructional coaches

Participants

All faculty

Schedule

Biweekly, from 8/8/2016 to 6/1/2017

G3. Endeavour will collaboratively establish expectations for student discourse, read-alouds, high quality writing instruction and student feedback in all content areas, to be consistently met school wide with fidelity.

G3.B1 Student knowledge and consistent implementation of writing instruction across content areas.

G3.B1.S1 Teachers will implement strategies to improve student writing through direct instruction.

PD Opportunity 1

Teachers will incorporate response to text tasks to be integrated throughout content areas (e.g. ELA & Science)

Facilitator

Mrs. Collado

Participants

Grades 2-6 teachers

Schedule

Daily, from 8/25/2016 to 5/24/2017

PD Opportunity 2

Teachers will consistently conference with students to enhance student writing.

Facilitator

Mrs. Collado

Participants

K-6 teachers

Schedule

Weekly, from 9/16/2016 to 9/16/2016

PD Opportunity 3

Teachers will participate in training, support and implementation of Comprehension Instructional Sequence (CIS).

Facilitator

Mrs. Thatcher and Mrs. Collado

Participants

Grade 2-6 teachers

Schedule

Every 2 Months, from 11/30/2016 to 5/17/2017

G3.B1.S4 Support teachers in becoming more proficient at teaching writing.

PD Opportunity 1

K-3 teachers will deliver high quality writing instruction connected to mentor text implementing Lucy Calkins units of study. 4th-6th grade teachers will deliver high quality writing instruction connected to CIS (Comprehension Instructional Sequence).

Facilitator

Mrs. Collado

Participants

K-6 faculty

Schedule

Daily, from 8/29/2016 to 5/24/2017

G3.B2 Student discourse in higher order questioning

G3.B2.S1 Teachers will increase student discourse and accountable talk, increasing conceptual understanding across all content areas.

PD Opportunity 1

Administration will present IPPAS rubric clarifying expectations of "Distinguished" as related to student discourse.

Facilitator

Mrs. Carlo-Coryell

Participants

All faculty

Schedule

On 8/31/2016

VI. Technical Assistance Items

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

VII. Budget

Budget Data

1	G1.B1.S1.A1	PBS SWAG (Successful Work Achieves Goals) bucks will be used consistently school wide.	\$0.00
2	G1.B1.S1.A2	Quarterly after school socials for students who have not been given a behavior referral.	\$0.00
3	G1.B1.S1.A3	There is a continuous emphasis on teaching behavioral expectations and Characteristics of Excellence to students.	\$0.00
4	G1.B1.S1.A4	Substitutes will be trained on PBS, use of SWAG bucks, classroom expectations, etc.	\$0.00
5	G1.B1.S1.A5	K-3 teachers will implement daily note sheets consistently	\$0.00
6	G1.B1.S1.A6	Develop and implement process for training of new teachers hired mid-year	\$0.00
7	G1.B1.S1.A7	Consistently progress monitor with PBIS walkthrough tool and share data with staff.	\$0.00
8	G1.B2.S1.A1	Develop PBIS peer buddy system for students new to Endeavour	\$0.00
9	G1.B2.S1.A2	Develop tour, pictures, PowerPoint video of Swagastic expectations for use with parents and students.	\$0.00
10	G1.B2.S1.A3	Meet with parents to develop consistent expectations	\$0.00
11	G1.B2.S2.A1	Provide PBIS support binders	\$0.00
12	G2.B1.S1.A1	Teachers will participate in training on "Prioritizing Standards" and apply training to reading standards with revision occurring throughout the 16-17 school year.	\$0.00
13	G2.B1.S1.A2	Establish a system for strategic peer to peer observation.	\$0.00
14	G2.B1.S1.A3	Utilize district resource teachers to model and support teachers.	\$0.00
15	G2.B1.S1.A4	Teachers will bring analyzed data and collaborate with instructional coaches to determine the next steps for planning instruction and the need for additional instructional coaching.	\$0.00
16	G2.B1.S1.A5	Teachers on all grade levels will be provided common planning times on a daily basis. Teachers will have time to collaborate during weekly grade level planning meetings and during Early Release days.	\$0.00
17	G2.B1.S1.A6	Each semester, teachers will be given a half day of extra planning to collaborate on focus calendars, instructional strategies, common assessments and other lesson planning components. Administration and other instructional coaches will provide support and resources during collaborative planning. Teachers will utilize provided resources during collaborative planning to maximize student achievement.	\$0.00
18	G3.B1.S1.A1	Teachers will incorporate response to text tasks to be integrated throughout content areas (e.g. ELA & Science)	\$0.00
19	G3.B1.S1.A2	Coaches will help teachers plan for writing centers each week during their collaborative planning meetings.	\$0.00

Budget Data

20	G3.B1.S1.A3	Teachers will consistently conference with students to enhance student writing.	\$0.00
21	G3.B1.S1.A4	Teachers will participate in training, support and implementation of Comprehension Instructional Sequence (CIS).	\$0.00
22	G3.B1.S2.A1	Utilize SWIVL- iPad devices, one per grade level, for teachers to video tape lessons and self reflect once per quarter.	\$0.00
23	G3.B1.S2.A2	Establish expectations for teacher reflection	\$0.00
24	G3.B1.S3.A1	Vocabulary will be integrated across content areas for academic growth.	\$0.00
25	G3.B1.S3.A2	Teachers will collaborate with assistance from Instructional Coaches on the use of academic vocabulary to develop better student understanding of content.	\$0.00
26	G3.B1.S3.A3	Teachers will receive coaching on strategies for increasing student vocabulary	\$0.00
27	G3.B1.S4.A1	Teachers will integrate grammar instruction within the ELA block (i.e.: thinking maps, sentence imitation, various text types, conferencing, whole group, small group)	\$0.00
28	G3.B1.S4.A2	K-3 teachers will deliver high quality writing instruction connected to mentor text implementing Lucy Calkins units of study. 4th-6th grade teachers will deliver high quality writing instruction connected to CIS (Comprehension Instructional Sequence).	\$0.00
29	G3.B1.S4.A3	Writing Coach will model writing across the curriculum lessons for teachers.	\$0.00
30	G3.B2.S1.A1	Incorporate HOT (Higher Order Thinking) questions in all content areas.	\$0.00
31	G3.B2.S1.A2	Provide opportunities for new teachers to observe a veteran teacher's classroom in which student discourse with higher order questioning and thinking is evident.	\$0.00
32	G3.B2.S1.A3	Literacy Coach will assist teachers in creating HOT (Higher Order Thinking) questions.	\$0.00
33	G3.B2.S1.A4	Administration will present IPPAS rubric clarifying expectations of "Distinguished" as related to student discourse.	\$0.00
34	G3.B2.S2.A1	Literacy Coach will model Read Aloud strategies.	\$0.00
35	G3.B2.S2.A2	Teachers will incorporate purposeful read alouds throughout the day in all content areas.	\$0.00
Total:			\$0.00