

Orange County Public Schools

Endeavor Elementary



2016-17 Schoolwide Improvement Plan

Endeavor Elementary

13501 BALCOMBE RD, Orlando, FL 32837

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

School Demographics

School Type and Grades Served
 (per MSID File)

Elementary School
 PK-5

2018-19 Title I School

No

2018-19 Economically Disadvantaged (FRL) Rate
 (as reported on Survey 3)

66%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
 (Reported as Non-white on Survey 2)

81%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**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 Orange 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 a monitoring status of "Former F" (see page 4). 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 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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of “Planning” or “Implementing” or a monitoring status of “Former F.” These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 DA Category and Statuses for Endeavor Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - Diane Leinenbach	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

Endeavor Elementary's processes to learn about students' cultures and to build relationships between teachers and students occur both inside and outside of the classroom. Beginning at preplanning and continuing throughout the year, teachers extend their knowledge and implement research-based instructional strategies to establish and maintain effective relationships with students through tasks such as student background surveys, opinion questionnaires, autobiographical metaphors and analogies, and individual student learning goals. These practices are embedded in the instruction that takes place in the classroom, continue throughout the year, and monitored through classroom observations and feedback.

Additional opportunities to learn about students and build relationships also occur outside of the classroom, adding the connection to parents and families through both academic and social events. These school and/or Parent Teacher Association (PTA) sponsored opportunities include report card conference nights, parent conferences scheduled as needed, Meet the Teacher, Open House, School Advisory Committee (SAC), PTA Board Meetings, grade-level performances, Pastries with Parents, Son Event, Daughter Dance, Fall Festival, Multicultural Night and Science/STEM Night. Endeavor also makes a commitment to participate in awareness day opportunities including encouraging students to enter contests that highlight diverse cultures. Communication with families includes school newsletters and Connect Orange calls delivered in English and Spanish to solidify the school-community connection. This year a Technology Committee will be created as a way to increase our social media outreach.

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

Endeavor Elementary creates a safe and respectful environment by promoting leadership and staff visibility, positive teacher student relationships, providing a nurturing atmosphere and by setting clear and consistent expectations for behavior. School-wide rules (GATOR Rules) and procedures have been implemented and are communicated to staff, students, and parents to ensure a clear understanding of the safe practices that are in place to support the needs of all students. The school-wide plan, "GATOR Rules," is an acronym that stands for Good manners, Always attentive, Taking responsibility, On time on task and Respecting everyone. These practices and systems provide opportunities for students and staff to prepare for potential emergencies such as fire,

dangerous weather, or unauthorized/threatening interactions. Endeavor also highlights character traits that promote and identify actions that create a safe and respectful climate. Students who exhibit these traits (such as citizenship and cooperation) are voted on by their peers each month and receive recognition from the school.

Further, the school day arrival and dismissal procedures include adult supervision at all times. Before-school practices to create safety and respect begin at 8:15 with staff reporting to morning duty, ensuring all students entering the campus are supervised. Supervision includes providing leadership opportunities for Fifth Grade students who serve as Safety Patrols. During school, students follow procedures that ensure they are always with a partner when moving around the building and grounds. Entry into the building requires identification and security cameras provide the ability to monitor the campus throughout the day. After-school processes for dismissal include staff on duty throughout the campus as well as a tight system of car placards and photo identification for determining how students go home and monitoring if students are leaving the campus as identified by their parents.

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.

Endeavor Elementary utilizes a school-wide discipline plan (based on our GATOR Rules) and the OCPS Student Code of Conduct to aid in minimizing distractions during instructional time. These rules are modeled and practiced in the classroom, supported through the use of instructional strategies, such as posters, graphics, role-playing, and reviewing rules and procedures with students. It is a process that focuses on students identifying their actions and making a plan for how they will make different and more appropriate choices in the future. The action plan is guided by the teacher and/or leadership team depending on the needs of the individual student. Rules are also posted throughout the school. Actions identified in the OCPS Student Code of Conduct are generally addressed by our GATOR Rules and reside typically between students, teachers, and parents. Repeated difficulty in using and following the rules and procedures of the classroom may require additional support of the staff, resource teachers, and/or administration. The goal is to ALWAYS keep the relationship with students intact in order to enable learning to occur. Based on the feedback from staff on our School Improvement Plan (SIP), this will be an added area of professional learning and development to create a tighter system.

In addition to the classroom, the school-wide plan is communicated through projects and activities in special areas, including a school song of the rules and art projects that communicate expectations. The plan provides clear behavioral expectations and established protocols for school-wide behavior that includes arrival, dismissal, assemblies, field trips, cafeteria, hallways, classrooms, playground, media center and travel via bus. This year there will be an added focus on the cafeteria. A team approach for school personnel ensures the system is fairly and consistently enforced. This begins during preplanning for all instructional and classified staff through facilitated professional learning sessions led by the Assistant Principal and the Curriculum Resource Teacher and are reviewed during the first week of school and the beginning of each nine weeks.

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.

In addition to the use of instructional strategies that establish and maintain effective relationships and communicate high expectations for all students, Endeavor Elementary ensures the social-emotional needs of all students are being met by delivering a developmental, comprehensive guidance program under the direction of the guidance counselor. The counselor is instrumental in helping students understand and accept themselves, develop a sense of responsibility, and become competent decision-makers. The school counselor is available to speak with students about issues related to depression, anxiety, acting-out behaviors, trouble getting along with others, in addition to other social-emotional concerns that may arise.

Staff members frequently collaborate with the counselor and other stakeholders such as the staffing coordinator and ESE Resource teacher to discuss concerns about a student/group of students, and decide if counseling is necessary. A committee that focuses on the social-emotional needs of all students, chaired by the guidance counselor, meet monthly to discuss needs and trends.

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.

This year Endeavor is adding a tracking tool, used by students, to raise an awareness of tardies and absences. Endeavor Elementary uses the monitoring of truancy to identify students who have attendance below the 90th percentile. The registrar pulls a weekly attendance report and shares with the Assistant Principal and guidance counselor to coordinate and host "Attendance Child Study Team Meetings." In addition, the registrar serves as head of the Early Warning Team Committee, made up of faculty and staff. The committee meets once a month with the goal of reducing early dismissals, late and unexcused student absences to ensure that students receive their daily standards-based instruction. In addition to her role as the chairperson for the committee, she also sends 5 days warning letters and schedules truancy meetings after 10 absences. The school social worker attends the meetings and academics are also discussed. Parents who are repeatedly unable to attend scheduled meetings receive phone calls and visits from the social worker.

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	13	12	15	11	14	10	0	0	0	0	0	0	0	75
One or more suspensions	0	1	1	1	2	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	19	27	22	42	48	22	0	0	0	0	0	0	0	180
Level 1 on statewide assessment	0	0	0	36	32	30	0	0	0	0	0	0	0	98

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	2	6	3	31	32	20	0	0	0	0	0	0	0	94

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

In addition to classroom interventions, students are provided after-school tutoring in reading. Students' academic performance, behavior and attendance is monitored quarterly and their parents are required to attend report card conferences after each marking period. The Early Warning Team committee convenes monthly to discuss needs and trends. In communicating with parents and other stakeholders, a daily total of absences, tardies, and early releases is posted at the front reception desk. Home visits will occur for students identified most at risk.

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 (PFEP), which is available at the school site.

2. Description

Endeavor Elementary School believes that it takes a village to achieve our goals and strives to increase parental involvement by providing many opportunities for parent participation throughout the school year for both academic and social purposes. The continued use of a two-page summary of the School Improvement Plan highlighting the school goals, barriers, actions, and monitoring, is shared by the Principal with faculty, staff and SAC and is supported with data throughout the year. Updates in the school newsletter designed around the SIP goals of the school occur monthly. Parent involvement opportunities include but are not limited to:

1) Academic opportunities to inform- Meet the Teacher, Daily communication through a student planner, Open House, Conference Night (includes program data on reading and mathematics), Multilingual Parent Leadership Council, SAC, Science/STEM Night, grade-level music performances, Book Character Parade

2) Social opportunities to build relationships- Multicultural Night, grade level music performances, movie nights, PTA Board meetings, Pastries with Parents, Son and Daughter Events, Fall Festival, Navigator Nook (place for parents to come and have lunch with their student). This year the areas of focus include the timely updating of the school website and the possibility of adding "Parent Breakfast with Leadership" and participation in district and state competitions.

To build relationships and communicate with parents of our English Language Learners,

all written and verbal communication from the school is translated into Spanish, including Connect Orange messages reminding parents of critical information and upcoming events. For further support, Endeavor has two staff members (one Spanish, one Portuguese) who in addition to supporting ELLs also serve to assist parents to stay informed of their child's progress.

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.

Endeavor Elementary builds and sustains partnerships by maintaining and securing relationships with area businesses and organizations in order to enhance student learning and promote school improvement. As partnerships are identified, the school Partners in Education school coordinator adds them to the district system. As faculty/staff committees meet to support the work of the SIP, needs are identified and a determination of requested resources is communicated to the Partners in Education school coordinator. Needs could include academic, tangible/in-kind donations or volunteer efforts. To sustain the partnerships, the Partners in Education school coordinator annually renews the partnerships, extends invitations to the partners to attend appropriate school activities as well as supports activities the partnering business may host within their organization during the academic year. Endeavor also reaches out to supporting businesses to engage in our SAC activities to develop authentic relationships.

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
Ellis, Amanda	Principal
Hargrett, Nicole	Assistant Principal
Young, Linda	Instructional Coach
Blair, Andrea	Guidance Counselor
Toledo, Jessica	Other
Carmenate, Wanda	Other

b. Duties

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

The role of the leadership team is to lead our students to success with the support and involvement of families and the community. The Roles and Responsibilities of the School Leadership Team are identified as:

- Amanda Ellis, Principal -
- Guide and lead the Leadership Team

- Provide clear vision and expectations with a focus on monitoring of data
- Lead and develop grade-level chairs and classroom teachers in the use of standards to design lessons, effective instructional strategies, and formative assessments that lead to a path of differentiated instruction that results in increased student achievement.
- Walk classrooms and provide actionable feedback for teachers
- Lead professional learning
- Monitor student learning
- Ensure intervention, practice, and enrichment based on student evidence of learning
- Collaborate with fourth and fifth grade teams and Gifted Resource Teacher to design and deliver science instruction

Nicole Hargrett, Assistant Principal -

- Work collaboratively with Principal on the above
- Lead committees, SAC, discipline, and safety goals
- Lead professional learning
- Facilitate facilities agreements
- Coordinate field trips
- Ensure Partners in Education and Additions Volunteer efforts are instituted
- Maintenance drills and reporting
- Interview and select classified staff
- Supervise custodians
- Create master, lunch and duty schedules

Zaida Huertas, Guidance Counselor -

- Monitor district data on homeless students, SEDNET service
- Facilitates 504 documentation
- Conducts gifted screenings, provides whole class and small group guidance
- Chair and lead Endeavor Guidance Committee
- Provide professional learning
- Lesd MTSS Behavior support
- Monitor abuse/bullying
- Facilitates Safety Matters Program and Learning for Life Character and Leadership Program

Jessica Toledo, Staffing Specialist -

- Lead and support the MTSS process
- Support and monitor the needs of ESE students
- Provide professional learning
- Lead MTSS Academic support
- Ensure ESOL/ESE placement
- Facilitate transportation

Wanda Carmenate, Instructional Coach/Curriculum Resource Teacher -

- Support the design of standards-based instruction
- Support the use of instructional strategies
- Support the use of common assessments
- Lead tutoring
- Model instructional strategies for teachers
- Lead professional learning
- Maintain school-based calendar
- Oversee the organization and distribution of resources
- Maintain retention and portfolios

Linda Young, Reading Coach/Instructional Coach -

- Lead and monitor the use of i-Ready
- Lead and monitor the use of Imagine Learning
- Lead and monitor the use of Fountas and Pinnell
- Model instructional strategies for teachers
- Lead professional learning
- Provide Tier III ELA MTSS support

General education teachers -

- Provide core instruction (standards based instruction), participate in student data collection, work with staff members collaboratively to analyze data and make adjustments to the curriculum as needed, deliver Tier I instruction/intervention, collaborate with other staff to implement Tier II interventions, and integrate Tier I materials/instruction with Tier II/III activities.

Exceptional student education teachers (ESE) -

- Participate in student data collection, integrate core instructional activities/materials into Tier III instruction, and collaborate with general education teachers through such activities as co-teaching.

School Psychologist -

- Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional learning and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech and Language Pathologist -

- Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design, assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.

Social Worker -

- Provides interventions to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success.

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.

Endeavor believes in empowering the staff. The process for identifying and aligning resources will begin with the creation of structures and systems to support the work. Structures are aligned with district and state expectations including class size, student learning, and teacher development. Resources are organized around the categories of Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Each item has a person responsible, meetings, and identified allocation of resources including class size, student learning, and teacher development.

Supportive Environment:

RESOURCES: School Leadership Team meets weekly, grade-level chairs meet with Leadership Team weekly, grade level teams meet weekly with Leadership Team, Committees meet monthly,

FUNDS: Purchases for this year include Accelerated Reader, Fountas and Pinnell reading diagnostic, tutoring, and supplies for classroom teachers.

Family and Community Involvement:

RESOURCES: Classroom teachers will hold a minimum of two Conference Nights and communicate through the student planner daily, committees meet monthly to plan family involvement events: SAC meets a minimum of nine times throughout the year, PTA meets monthly with leadership; Connect Orange messages are sent bi-weekly, electronic newsletter is sent monthly, and upcoming events are placed on the marquis on an ongoing.

FUNDS: Purchases for this year include student planners and electronic newsletter.

Effective Leadership:

RESOURCES: Grade-level teams will meet a minimum of two times per week (once with leadership and once with the grade-level chair), committee meetings will occur once per month

FUNDS: Purchases for this year includes professional development materials/supplies/registrations. Select staff will attend a state/national conference.

Public and Collaborative Learning:

RESOURCES: All staff have protected time for planning and common time for collaboration. Grade-level teams meet a minimum of one time a week. In addition, Leadership Team meets with each grade-level team weekly to discuss standards, instruction, and assessment of learning. Leadership walks classrooms and gives feedback a minimum of once every three weeks. Classroom teachers have opportunities to participate in instructional rounds, lesson study, and after-hour professional learning opportunity with experts in the field.

FUNDS: Purchases for this year includes professional learning materials/sessions and substitutes.

Ambitious Instruction and Learning:

RESOURCES: The Leadership team will support the use of common assessments (designed, administered, and data analyzed a minimum of 4 times this year) and determine paths to differentiated instruction based on the regular use of formative assessments. Teachers will follow a protocol for common planning. The extended use of technology through the retooling of 3 labs and the use of iPads by the 5th grade will deepen the use of digital tools to enrich learning.

FUNDS: Purchases for this year includes substitutes and technology.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Idania Grogan	Parent
Ron Zupa	Parent
Colleen Gallagher	Parent
Janice Sherman	Teacher
Terri Pope-Hellmund	Teacher
Darlene Waters	Teacher
Amanda Ellis	Principal
Deismar Desoto-Torres	Parent
Melissa Cabrera	Parent
Jason Wakelin	Business/Community
Jennifer Rodriguez	Parent
Tatiana Rodriguez	Parent
Anita Matos	Parent
Jorge Descartes	Education Support Employee
Sharon Lock	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

The School Advisory Council will assist the principal in the evaluation of the SIP and budget. Based on data reviewed, the SAC will assist in creating the new SIP goals and objectives. In addition, all staff will reflect on the current year's plan and identify areas of strengths and gaps.

b. Development of this school improvement plan

The SAC will assist the principal in the development and evaluation of the SIP and budget for the current school year. Based on data collected from last year's parent and student surveys, the SAC will assist in creating the SIP goals for the upcoming year.

c. Preparation of the school's annual budget and plan

The SAC will review the budget and make recommendations to the school principal as to how the funds should be allocated to assist with student growth.

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

The school improvement funds will continue to be used to support technology integration. This will include upgrading the school video studio, enhancing the technology labs, and replacing computers as possible.

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
Schlaeger, Jenna	Other
Pabon, Mireya	Teacher, K-12
Blechinger, Maritza	Teacher, K-12
Shirley, Stephanie	Teacher, K-12
Zupa, Mei	Teacher, K-12
Cahow, Joy	Teacher, K-12

b. Duties

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

The Literacy Leadership Team (LLT) will assist with the planning, development and positive promotion of reading throughout the school and community. The team will coordinate and promote the following program and school-wide activities: Accelerated Reader program and school-wide incentives; i-Ready and running records. These programs will all be used to promote reading and support students' reading ability and comprehension skills. The following activities also support literacy in our school: Family Literacy Night, Literacy Week, and book fairs. Endeavor also promotes the reading of Sunshine State Readers and Young Readers books. Summer reading is promoted by encouraging students to participate in the district's Summer Reading Challenge.

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.

Endeavor Elementary believes that teachers who work together are highly effective at producing successful learners. This belief encourages positive working relationships between teachers by providing collaborative planning and instruction through protected time for planning and a common team time for collaboration during Special Area time. Teams meet with their Grade Level chair a minimum of weekly and with leadership weekly. In addition, committees that focus on school initiatives provide opportunities for teachers to collaborate with those outside of their grade level. Whole group professional learning led by leadership provides additional support for encouraging positive working relationships. This year teachers have identified the additional needs to meet with others who are outside of their grade level teams, to meet vertically, to have more opportunities to observe mentor teachers, and to co-teach.

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

Endeavor's strategies to recruit and retain teachers include providing support through the following supporting activities: grade-level learning teams; common grade-level planning; and professional learning opportunities including participation in lesson study, instructional rounds, and mentoring.

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

Each new teacher is paired with an experienced teacher with three or more years of teaching experience. Mentor teachers are required to meet with the new teacher at least once a week to share instructional strategies and offer support. Time is also provided for the new teacher to observe in the mentor teacher's classroom. The mentor teacher also has the opportunity to observe in the new teacher's classroom and provide feedback. The mentor and mentee meet with the instructional coach once a month. This year new teachers are co-teaching with their mentor teacher.

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.

Endeavor believes in creating students that are productive, life-long learners. This year there is special attention being paid to the relationship between achievement and learning. To support achievement, the district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction. At weekly grade-level team collaboration with leadership, teams discuss the Measurement Topic Plans (MTP) identified in the scope and sequence and deconstruct the standards to ensure a standards-based scale for proficiency is created and denotes a clear learning progression to serve as the foundation for planning and leads to the creation of quality common formative and summative assessments and the effective use of instructional strategies.

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.

School data is analyzed on a continuous basis to ensure that all students are progressing academically. Teachers and leadership collaborate through grade level meetings and weekly professional learning to plan, deliver, assess, and analyze the learning of students. Students needing interventions and enrichment are identified by analyzing the data. Each classroom has a designated intervention time. Students in need of Tier II interventions are provided with a small group setting during the intervention block. Students identified for enrichment are provided enrichment activities during the intervention block. Students who continue to struggle then receive Tier III interventions. Tier III interventions are provided on a one-on-one basis daily. Based on diagnostics, progress monitoring assessments, or classroom formative assessments, teachers design

differentiated instruction utilizing i-Ready, Imagine Learning, Accelerated Reader, small group lessons, or support from a Spanish or Portuguese paraprofessional for those students who have little to no language proficiency in English. This year there will be an increased focus on the relationships between team collaboration, guided reading, differentiated instruction that includes enrichment activities, progress monitoring through the use of formative/summative assessments (including running records) and tracking student progress, intervention groups, and MTSS.

Additionally, School Best Practices for Inclusive Education (BPIE) are used to differentiate instruction to meet the diverse needs of students. Self-contained teachers plan with regular kindergarten teachers to create learning goals and scales that are reviewed weekly to ensure the Florida Standards are accurately presented as the foundation for instruction. In the 16-17 school year our priority to continue to meet the diverse needs of students will focus on a multi-tiered system of student supports (MTSS) and problem-solving process to use for all students with and without disabilities; and instructional and related services personnel use of formative assessment to analyze and evaluate data about effective instruction and behavior interventions.

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: After School Program

Minutes added to school year: 1,800

Data analysis outcomes from i-Ready, MAP, and running records will be used to identify students who would benefit from additional small group learning. Two days per week, beginning October 28, 2016 - March 17, 2017 tutors will focus on reading skills acquisition for regular education and ELLs using Edusoar Learning for small group instruction.

Strategy Rationale

Students will be provided additional support and time to master reading skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hargrett, Nicole, nicole.hargrett@ocps.net

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

Bi-weekly students assessment data will be used to inform instruction.

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.

In the spring, incoming kindergarten students and parents are invited to a Milk and Cookies event in which parents are given information about the school's policies, procedures, and curriculum. They are also given a tour of the school campus. In September, each student is assessed using the Florida Kindergarten Readiness Screener (FLKRS) assessment and teachers work with students and parents to target any deficient skills. This year kindergarten teachers provided opportunities for parents to bring incoming students for a screening. Parents are encouraged to attend Meet the Teacher, Open House, report card conferences, curriculum nights, STEM activities, and all other school-sponsored events. Parents are also encouraged to attend all other PTA and school-sponsored events such as; Pastries with Parents, movie nights, spirit nights, Fall Festival, Daughter/Son Events, etc. The guidance counselor works with students transitioning to middle school to coordinate scheduling, middle school visits and orientation nights.

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.

Endeavor Elementary School's guidance counselor and classroom teacher work directly with individual students as they plan their academic and career goals. The school counselor advises students in a variety of methods (classroom presentations, grade-level presentations, and individual meetings). Science & social studies instruction is also integrated into the language arts block so that students see the relevance between the subjects. Special area teachers integrate mathematics and language arts into their specialties. Through career exploration activities, a student's course of study is designed to be personally meaningful and supportive of their future plans.

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

During the 2015-2016 school year, grade levels and departments began planning and implementing project-based learning units to help students see the relationships between subjects and relevance to their future. These efforts will continue to expand across grade levels and departments with the goal this year to be for each class, K-5, to engage in a project-based experience in the form of a Marzano Design Question 4 rigorous task (an investigation, inquiry, experiment, or a problem to solve) once each 9 weeks. . In addition, Endeavor Elementary School offers a wide range of extracurricular academic clubs: Future Problem Solvers, Math Club, Garden Club, arts (visual and performing), as well as Learning for Life leadership character program to provide unique educational experiences for our students. Students interested in advancement in grades 4 & 5 can also dual enroll in a virtual school program.

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

Endeavor Elementary supports the annual OCPS Teach In initiative wherein community stakeholders share real world work experiences with students in grades K through five in an effort to bridge the school to work connection. This initiative affords the students the opportunity to master the curriculum standards at an analytical and evaluative level. Endeavor is also engaging in CAPE, an initiative wherein fourth and fifth grade students engage in coursework to gain technology certification by the end of middle school.

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.

Endeavor Elementary facilitates the OCPS Teach-In initiative annually to bridge the elementary-to-college connection in an effort to provide student awareness of postsecondary education.

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:

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

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** Teachers will design standards-based lessons, deliver the lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path for differentiated instruction, increased student achievement and a student centered culture. (Division Priority #2 Accelerate Student Performance; Division Priority #5 Invest in Human Capital)

- G2.** Teachers will collaborate through professional learning structures organized as a professional learning community (PLC) in planning standards-based lessons, reflecting on the effectiveness of instruction, and designing and analyzing common formative assessments as they relate to increased student achievement and a commitment to a culture of learning. (Division Priority #2 Accelerate Student Performance; Division Priority #5 Invest in Human Capital)

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. Teachers will design standards-based lessons, deliver the lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path for differentiated instruction, increased student achievement and a student centered culture. (Division Priority #2 Accelerate Student Performance; Division Priority #5 Invest in Human Capital) **1a**

G084469

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	88.0
FSA Mathematics Achievement	97.0
FCAT 2.0 Science Proficiency	74.0
FCAT 2.0 Writing Proficiency	67.0

Targeted Barriers to Achieving the Goal **3**

- Currently we are working to increase the use of instructional unit goals, daily targets, and scales to determine proficiency, identification and delivery of the most effective strategies as these areas are currently barriers to our efforts towards goal attainment. Additionally, data analysis and the use of formative and summative assessments that lead to differentiated instruction and the ability to prioritize tasks and sustain efforts that result in increased student achievement are also areas of focus..

Resources Available to Help Reduce or Eliminate the Barriers **2**

- District assessment items
- Florida Standards and Test Item Specifications
- Marzano Instructional Framework
- Journey's Curriculum
- CPalms
- IMS
- District Scope and Sequence
- I Ready
- Measurement Topic Plans
- Go Math Curriculum

Plan to Monitor Progress Toward G1. 8

Leadership Team works as a system to create and implement a cycle of improvement, linking standards-based scales, use of effective strategies, data from formative assessments and plan for differentiated instruction. Feedback will be embedded during collaboration in a modified lesson study structure.

Person Responsible

Amanda Ellis

Schedule

Monthly, from 9/5/2016 to 5/19/2017

Evidence of Completion

Scales, lesson plans, iObservation data and feedback, analysis of formative assessments and reflections identifying quality instruction.

G2. Teachers will collaborate through professional learning structures organized as a professional learning community (PLC) in planning standards-based lessons, reflecting on the effectiveness of instruction, and designing and analyzing common formative assessments as they relate to increased student achievement and a commitment to a culture of learning. (Division Priority #2 Accelerate Student Performance; Division Priority #5 Invest in Human Capital) **1a**

 G084470

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	71.0
ELA/Reading Gains	63.0
ELA/Reading Lowest 25% Gains	53.0
FSA Mathematics Achievement	62.0
Math Gains	52.0
Math Lowest 25% Gains	45.0
Statewide Science Assessment Achievement	50.0

Targeted Barriers to Achieving the Goal **3**

- Teachers need structures for collaboration, models for collaboration, and ongoing opportunities to reflect on teacher practice and student learning. Teachers need to develop a skillset for achieving clarity and coherence of team goals.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Norms
- District assessment items

Plan to Monitor Progress Toward G2. **8**

Leadership Team will work as a system to engage and provide feedback to grade-level teams as they create scales, design common assessments, select and use instructional strategies, analyze data, and reflect on their effectiveness.

Person Responsible

Amanda Ellis

Schedule

Monthly, from 9/23/2016 to 5/19/2017

Evidence of Completion

Journals, Deliberate Practice sharing, assessment data, team notes

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving
Step

 S123456 = Quick Key

G1. Teachers will design standards-based lessons, deliver the lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path for differentiated instruction, increased student achievement and a student centered culture. (Division Priority #2 Accelerate Student Performance; Division Priority #5 Invest in Human Capital) **1**

G084469

G1.B1 Currently we are working to increase the use of instructional unit goals, daily targets, and scales to determine proficiency, identification and delivery of the most effective strategies as these areas are currently barriers to our efforts towards goal attainment. Additionally, data analysis and the use of formative and summative assessments that lead to differentiated instruction and the ability to prioritize tasks and sustain efforts that result in increased student achievement are also areas of focus.. **2**

B224425

G1.B1.S1 Leadership will lead weekly team time using a common planning protocol to follow a cycle for tasks that integrate curriculum, instruction, and assessment. **4**

S236866

Strategy Rationale

Teachers need capacity in knowledge of backward design starting with the standard and ending with differentiated instruction to ensure the teaching of standards-based lessons that result in increased student achievement. Further, teacher need capacity in identifying the most effective instructional strategies that will ensure the delivery of effective instruction as determined by the desired effect. When teachers align curriculum, instruction, and assessment, they create a pathway to increased student achievement.

Action Step 1 **5**

Leadership Team will lead collaborative team time to execute the cycle of common planning tasks.

Person Responsible

Amanda Ellis

Schedule

Weekly, from 9/5/2016 to 5/19/2017

Evidence of Completion

Attendance records, team notes, lesson plans, formative assessments, data

Action Step 2 5

Leadership Team will differentiate support and resources for grade-level teams based on the execution of the common planning tasks.

Person Responsible

Amanda Ellis

Schedule

On 5/9/2017

Evidence of Completion

Team notes, schedules of added support, purchase orders

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

The principal and leadership team attend collaborative team planning to review lesson plans, support teams to develop goals and proficiency scales, identify effective strategies, and use of formative assessments to provide differentiated instruction.

Person Responsible

Amanda Ellis

Schedule

Monthly, from 9/12/2016 to 5/19/2017

Evidence of Completion

Student work samples, teacher generated "Qualities of a Effective Lesson" list, data analysis.

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

The Principal and Leadership Team will use the common planning tool to determine alignment.

Person Responsible

Amanda Ellis

Schedule

Weekly, from 9/5/2016 to 5/19/2017

Evidence of Completion

Team notes, teacher data

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

Leadership Team will analyze common planning tasks using teacher work samples to determine alignment of curriculum, instruction and assessment.

Person Responsible

Amanda Ellis

Schedule

Monthly, from 9/5/2016 to 5/19/2017

Evidence of Completion

Standards based instruction, use of strategies in the classroom with increased engagement and teacher monitoring of desired outcomes, and identification of differentiated instruction and increased student learning.

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

The Leadership Team will synthesize progress and proficiency demonstrated as indicated on the common planning tool and monitor the increase of student achievement.

Person Responsible

Amanda Ellis

Schedule

Weekly, from 9/5/2016 to 5/19/2017

Evidence of Completion

G1.B1.S2 Leadership will provide modeling and resources needed for identifying effective instructional strategies that also meet the needs of ELL and ESE students, and the analysis of formative and summative assessment data to determine effective interventions. 4

S236867

Strategy Rationale

Increased knowledge and skills in using strategies that also support the needs of ELL and ESE learners and analyzing data will empower teachers to identify interventions to increase student achievement.

Action Step 1 5

The Principal and Leadership team will provide immediate professional development opportunities through modeling and allocation of resources focused on differentiated needs of the teacher as determined through observing team meetings and classroom observations.

Person Responsible

Wanda Carmenate

Schedule

Biweekly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Schedule of support

Action Step 2 5

Leadership Team will analyze existing resources, specifically expanding and organizing the collection of leveled readers for small group instruction.

Person Responsible

Wanda Carmenate

Schedule

Weekly, from 9/5/2016 to 5/19/2017

Evidence of Completion

Inventory of resources

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Principal and Leadership Team attend and participate in the professional learning opportunities.

Person Responsible

Wanda Carmenate

Schedule

Monthly, from 9/5/2016 to 5/19/2017

Evidence of Completion

Reflections in teacher journals

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Leadership Team will embed the use of the leveled book collection into the common planning tasks.

Person Responsible

Wanda Carmenate

Schedule

Weekly, from 9/5/2016 to 5/19/2017

Evidence of Completion

Lesson plan reflections

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Principal and Leadership Team will conduct classroom walkthroughs and analyze student performance data.

Person Responsible

Nicole Hargrett

Schedule

Every 3 Weeks, from 9/5/2016 to 5/19/2017

Evidence of Completion

iObservation data will indicate a trend for students for both an increased use of strategies in Design Question 3 and 4 and an increase in the ability to monitor more than 50% of their students for the desired effect of the strategy.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Principal and Leadership Team will track the usage of the leveled book collection.

Person Responsible

Wanda Carmenate

Schedule

Monthly, from 9/5/2016 to 5/19/2017

Evidence of Completion

Teacher usage inventory

G1.B1.S3 Leadership will structure a discipline system that supports a culture of learning.

4

 S236868

Strategy Rationale

Increased ability to discipline students while also keeping relationships intact and communicating high expectations supports a culture of learning.

Action Step 1 5

Principal and Leadership Team will use the Parent Communication Log and school designed GATOR forms to support developing behaviors that create a culture of learning.

Person Responsible

Nicole Hargrett

Schedule

Daily, from 8/22/2016 to 5/31/2017

Evidence of Completion

Communication logs and GATOR forms will be reviewed on an ongoing basis as part of the data analysis for learning.

Action Step 2 5

Principal and Leadership Team will increase opportunities for students to build relationships outside of academic tasks.

Person Responsible

Nicole Hargrett

Schedule

Quarterly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Calendar

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Principal and Leadership Team will support teachers in analyzing data regarding discipline and reflect on the culture of the classroom/school.

Person Responsible

Nicole Hargrett

Schedule

Every 3 Weeks, from 8/22/2016 to 5/31/2017

Evidence of Completion

Communication logs, GATOR forms, teacher journals

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Principal and Leadership Team will highlight opportunities.

Person Responsible

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Newsletter, Facebook, Hunters Creek Magazine

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Leadership and teachers will gather feedback from students to describe the culture of learning from their perspective.

Person Responsible

Nicole Hargrett

Schedule

Quarterly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Student survey results.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Leadership and teachers will gather feedback from students.

Person Responsible

Nicole Hargrett

Schedule

Quarterly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Survey results

G2. Teachers will collaborate through professional learning structures organized as a professional learning community (PLC) in planning standards-based lessons, reflecting on the effectiveness of instruction, and designing and analyzing common formative assessments as they relate to increased student achievement and a commitment to a culture of learning. (Division Priority #2 Accelerate Student Performance; Division Priority #5 Invest in Human Capital) **1**

 G084470

G2.B1 Teachers need structures for collaboration, models for collaboration, and ongoing opportunities to reflect on teacher practice and student learning. Teachers need to develop a skillset for achieving clarity and coherence of team goals. **2**

 B224426

G2.B1.S1 Leadership will provide structured, protected time for collaboration, models for collaboration, and opportunities for teacher reflection on changes in practice and changes in student learning. **4**

 S236869

Strategy Rationale

Teachers will improve practice through collaboration through leadership and grade-level teams, committees and action research teams and when provided opportunities to reflect with peers on their practice.

Action Step 1 **5**

Engage in job embedded professional learning opportunities through modeling and the allocation of resources focused on differentiated needs of teachers through models for collaboration beyond grade level teams that could include instructional rounds, lesson study, common planning, common assessments, committee membership, and action research (Deliberate Practice).

Person Responsible

Amanda Ellis

Schedule

Quarterly, from 9/5/2016 to 5/19/2017

Evidence of Completion

Schedule, attendance, notes, reflections

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

The leadership team strategically schedules and supports ongoing weekly team leader, grade level and committee team meetings. The leadership team also supports deliberate practice plans to help teachers think about and reflect on their professional work and its impact on student learning.

Person Responsible

Amanda Ellis

Schedule

Quarterly, from 9/5/2016 to 5/19/2017

Evidence of Completion

Schedules, notes, journal reflection

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

Leadership team monitors for instruction that reflects a deeper understanding of the standards and for effective use of strategies to achieve the desired effect.

Person Responsible

Amanda Ellis

Schedule

Weekly, from 9/5/2016 to 5/19/2017

Evidence of Completion

Lesson plans, formative assessments, journal entries, deliberate practice reflection logs, observation 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
2017					
G1.B1.S1.A2 A305822	Leadership Team will differentiate support and resources for grade-level teams based on the...	Ellis, Amanda	9/5/2016	Team notes, schedules of added support, purchase orders	5/9/2017 one-time
G1.MA1 M311873	Leadership Team works as a system to create and implement a cycle of improvement, linking...	Ellis, Amanda	9/5/2016	Scales, lesson plans, iObservation data and feedback, analysis of formative assessments and reflections identifying quality instruction.	5/19/2017 monthly
G2.MA1 M311876	Leadership Team will work as a system to engage and provide feedback to grade-level teams as they...	Ellis, Amanda	9/23/2016	Journals, Deliberate Practice sharing, assessment data, team notes	5/19/2017 monthly
G1.B1.S1.MA1 M311861	Leadership Team will analyze common planning tasks using teacher work samples to determine...	Ellis, Amanda	9/5/2016	Standards based instruction, use of strategies in the classroom with increased engagement and teacher monitoring of desired outcomes, and identification of differentiated instruction and increased student learning.	5/19/2017 monthly
G1.B1.S1.MA4 M311862	The Leadership Team will synthesize progress and proficiency demonstrated as indicated on the...	Ellis, Amanda	9/5/2016		5/19/2017 weekly
G1.B1.S1.MA1 M311863	The principal and leadership team attend collaborative team planning to review lesson plans,...	Ellis, Amanda	9/12/2016	Student work samples, teacher generated "Qualities of a Effective Lesson" list, data analysis.	5/19/2017 monthly
G1.B1.S1.MA3 M311864	The Principal and Leadership Team will use the common planning tool to determine alignment.	Ellis, Amanda	9/5/2016	Team notes, teacher data	5/19/2017 weekly
G1.B1.S1.A1 A305821	Leadership Team will lead collaborative team time to execute the cycle of common planning tasks.	Ellis, Amanda	9/5/2016	Attendance records, team notes, lesson plans, formative assessments, data	5/19/2017 weekly
G2.B1.S1.MA1 M311874	Leadership team monitors for instruction that reflects a deeper understanding of the standards and...	Ellis, Amanda	9/5/2016	Lesson plans, formative assessments, journal entries, deliberate practice reflection logs, observation data	5/19/2017 weekly
G2.B1.S1.MA1 M311875	The leadership team strategically schedules and supports ongoing weekly team leader, grade level...	Ellis, Amanda	9/5/2016	Schedules, notes, journal reflection	5/19/2017 quarterly
G2.B1.S1.A1 A305827	Engage in job embedded professional learning opportunities through modeling and the allocation of...	Ellis, Amanda	9/5/2016	Schedule, attendance, notes, reflections	5/19/2017 quarterly
G1.B1.S2.MA1 M311865	Principal and Leadership Team will conduct classroom walkthroughs and analyze student performance...	Hargrett, Nicole	9/5/2016	iObservation data will indicate a trend for students for both an increased use of strategies in Design Question 3 and 4 and an increase in the ability to monitor more than 50% of their students for the desired effect of the strategy.	5/19/2017 every-3-weeks

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Endeavor Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA4 M311866	Principal and Leadership Team will track the usage of the leveled book collection.	Carmenate, Wanda	9/5/2016	Teacher usage inventory	5/19/2017 monthly
G1.B1.S2.MA1 M311867	Principal and Leadership Team attend and participate in the professional learning opportunities.	Carmenate, Wanda	9/5/2016	Reflections in teacher journals	5/19/2017 monthly
G1.B1.S2.MA3 M311868	Leadership Team will embed the use of the leveled book collection into the common planning tasks.	Carmenate, Wanda	9/5/2016	Lesson plan reflections	5/19/2017 weekly
G1.B1.S2.A1 A305823	The Principal and Leadership team will provide immediate professional development opportunities...	Carmenate, Wanda	8/15/2016	Schedule of support	5/19/2017 biweekly
G1.B1.S2.A2 A305824	Leadership Team will analyze existing resources, specifically expanding and organizing the...	Carmenate, Wanda	9/5/2016	Inventory of resources	5/19/2017 weekly
G1.B1.S3.MA1 M311869	Leadership and teachers will gather feedback from students to describe the culture of learning from...	Hargrett, Nicole	8/22/2016	Student survey results.	5/31/2017 quarterly
G1.B1.S3.MA4 M311870	Leadership and teachers will gather feedback from students.	Hargrett, Nicole	8/22/2016	Survey results	5/31/2017 quarterly
G1.B1.S3.MA1 M311871	Principal and Leadership Team will support teachers in analyzing data regarding discipline and...	Hargrett, Nicole	8/22/2016	Communication logs, GATOR forms, teacher journals	5/31/2017 every-3-weeks
G1.B1.S3.MA3 M311872	Principal and Leadership Team will highlight opportunities.		8/22/2016	Newsletter, Facebook, Hunters Creek Magazine	5/31/2017 monthly
G1.B1.S3.A1 A305825	Principal and Leadership Team will use the Parent Communication Log and school designed GATOR forms...	Hargrett, Nicole	8/22/2016	Communication logs and GATOR forms will be reviewed on an ongoing basis as part of the data analysis for learning.	5/31/2017 daily
G1.B1.S3.A2 A305826	Principal and Leadership Team will increase opportunities for students to build relationships...	Hargrett, Nicole	8/22/2016	Calendar	5/31/2017 quarterly

V. Professional Development Opportunities

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

G1. Teachers will design standards-based lessons, deliver the lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path for differentiated instruction, increased student achievement and a student centered culture. (Division Priority #2 Accelerate Student Performance; Division Priority #5 Invest in Human Capital)

G1.B1 Currently we are working to increase the use of instructional unit goals, daily targets, and scales to determine proficiency, identification and delivery of the most effective strategies as these areas are currently barriers to our efforts towards goal attainment. Additionally, data analysis and the use of formative and summative assessments that lead to differentiated instruction and the ability to prioritize tasks and sustain efforts that result in increased student achievement are also areas of focus..

G1.B1.S1 Leadership will lead weekly team time using a common planning protocol to follow a cycle for tasks that integrate curriculum, instruction, and assessment.

PD Opportunity 1

Leadership Team will lead collaborative team time to execute the cycle of common planning tasks.

Facilitator

Administrators

Participants

Classroom teachers

Schedule

Weekly, from 9/5/2016 to 5/19/2017

PD Opportunity 2

Leadership Team will differentiate support and resources for grade-level teams based on the execution of the common planning tasks.

Facilitator

Administrators

Participants

Classroom teachers

Schedule

On 5/9/2017

G1.B1.S2 Leadership will provide modeling and resources needed for identifying effective instructional strategies that also meet the needs of ELL and ESE students, and the analysis of formative and summative assessment data to determine effective interventions.

PD Opportunity 1

The Principal and Leadership team will provide immediate professional development opportunities through modeling and allocation of resources focused on differentiated needs of the teacher as determined through observing team meetings and classroom observations.

Facilitator

Coaches

Participants

Classroom Teachers

Schedule

Biweekly, from 8/15/2016 to 5/19/2017

G2. Teachers will collaborate through professional learning structures organized as a professional learning community (PLC) in planning standards-based lessons, reflecting on the effectiveness of instruction, and designing and analyzing common formative assessments as they relate to increased student achievement and a commitment to a culture of learning. (Division Priority #2 Accelerate Student Performance; Division Priority #5 Invest in Human Capital)

G2.B1 Teachers need structures for collaboration, models for collaboration, and ongoing opportunities to reflect on teacher practice and student learning. Teachers need to develop a skillset for achieving clarity and coherence of team goals.

G2.B1.S1 Leadership will provide structured, protected time for collaboration, models for collaboration, and opportunities for teacher reflection on changes in practice and changes in student learning.

PD Opportunity 1

Engage in job embedded professional learning opportunities through modeling and the allocation of resources focused on differentiated needs of teachers through models for collaboration beyond grade level teams that could include instructional rounds, lesson study, common planning, common assessments, committee membership, and action research (Deliberate Practice).

Facilitator

Administrators

Participants

Faculty and staff

Schedule

Quarterly, from 9/5/2016 to 5/19/2017

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	Leadership Team will lead collaborative team time to execute the cycle of common planning tasks.				\$25,035.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		120-Classroom Teachers	0214 - Endeavor Elementary	General Fund		\$17,035.00
			<i>Notes: Tutoring</i>			
	3336	120-Classroom Teachers	0214 - Endeavor Elementary	Other		\$8,000.00
			<i>Notes: Accelerated Reader</i>			
2	G1.B1.S1.A2	Leadership Team will differentiate support and resources for grade-level teams based on the execution of the common planning tasks.				\$0.00
3	G1.B1.S2.A1	The Principal and Leadership team will provide immediate professional development opportunities through modeling and allocation of resources focused on differentiated needs of the teacher as determined through observing team meetings and classroom observations.				\$14,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3610	310-Professional and Technical Services	0214 - Endeavor Elementary			\$2,000.00
			<i>Notes: Mathematics professional learning</i>			
	3610	910-To General Fund	0214 - Endeavor Elementary			\$2,500.00
			<i>Notes: Technology Upgrades</i>			
	3336	120-Classroom Teachers	0214 - Endeavor Elementary	General Fund		\$5,000.00
			<i>Notes: Professional learning supplies for teachers</i>			
	5100	341000-SUPPLIES - GENERAL	0214 - Endeavor Elementary	General Fund		\$4,500.00
			<i>Notes: Supplies</i>			
4	G1.B1.S2.A2	Leadership Team will analyze existing resources, specifically expanding and organizing the collection of leveled readers for small group instruction.				\$0.00
5	G1.B1.S3.A1	Principal and Leadership Team will use the Parent Communication Log and school designed GATOR forms to support developing behaviors that create a culture of learning.				\$3,640.00

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	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	399000-OTHER MATERIAL AND SUPPLIES	0214 - Endeavor Elementary			\$3,640.00
			<i>Notes: Student Planners</i>			
6	G1.B1.S3.A2	Principal and Leadership Team will increase opportunities for students to build relationships outside of academic tasks.				\$0.00
7	G2.B1.S1.A1	Engage in job embedded professional learning opportunities through modeling and the allocation of resources focused on differentiated needs of teachers through models for collaboration beyond grade level teams that could include instructional rounds, lesson study, common planning, common assessments, committee membership, and action research (Deliberate Practice).				\$24,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3610	910-To General Fund	0214 - Endeavor Elementary			\$12,000.00
			<i>Notes: Substitutes for common planning days</i>			
	3610	910-To General Fund	0214 - Endeavor Elementary			\$12,000.00
			<i>Notes: IRA Conference</i>			
					Total:	\$66,675.00