

District: Brevard	Reviewer: Gayle Sitter
TOP Summary	
<i>Phase 1</i>	
Part I: Schools to Be Supported	
Endeavour Elementary School #05-1051	
Part III: Turnaround Option Selection	
A. Needs Assessment	
DATA REVIEWED: : School grade data, VAM data, FAIR, I-Ready Reports, Standards Mastery Mini-Assessments, District made assessments such as BELAA, teacher-made common formative assessments, running records and intervention data. Endeavour earned a D grade (38%) in 2016.	
B. Turnaround Option Selection	
SELECTED Option 1: District Managed Turnaround	
As a high performing school district, Brevard Public School’s district team intends to build capacity of instructional leaders and educators to close gaps and increase student achievement (in both content and pedagogy); as this is accomplished then	
<ul style="list-style-type: none"> • Teachers will believe in their own efficacy enabling them to make a difference in outcomes for students; • Student engagement will improve; • Student achievement will increase; • Students will be better prepared to enter the workforce and/or post-secondary education; • Teacher retention will improve. 	
RATIONALE: Minority, disadvantaged, and academically struggling students are more likely to be in hard to staff schools and less likely to have experienced, effective teachers. Turnover is highest among high poverty, high minority schools.	
<i>Phase 2</i>	
Option 1: District Managed Turnaround	
Areas of Assurance	
<i>Assurance 1: The district shall ensure the district-based leadership team includes the superintendent; associate superintendent(s) of curriculum ;general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resource directors; professional development leaders; and specialists in other areas relevant to the school(s), such as assessment, English language learners and gifted learners.</i>	
Desmond K. Blackburn, Superintendent; Jane Cline, Asst. Superintendent of Elementary Leading and Learning; Tara Taylor, Director of Elementary Leading and Learning; Teresa Wright, Director of Title 1; Dawna Bobersky, Director of Exceptional Student Education; Janet Stephenson, School Improvement Resource Teacher; Shelly Dickinson, MTSS Trainer	
<i>Assurance 2: The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school based leadership team(s) and provide direct support systems.</i>	
It is the goal of the district to assist in aligning the curriculum and instructional goals of each school with the district strategic plan through school improvement plans. For 2016-17 there has been a restructuring of district leaders in order to strengthen support to all schools.	
To support Endeavour Elementary’s Turnaround Principal and Leadership Team the following systems are in place.	
<ul style="list-style-type: none"> • <u>Mentor</u>: An Assistant Superintendent of Elementary Leading and Learning now supervises 3 Elementary Directors and 2 Coordinators that directly support principals. Mr. Wilson, Endeavour Elementary Principal, reports directly to Tara Taylor, Director of Elementary Leading and Learning. Taylor is former Title I principal with a proven track record of improving student achievement with under-resourced learners. • <u>District Visits</u>: Jane Cline, Asst. Superintendent of Leading and Learning and Desmond K. Blackburn, Superintendent will visit Endeavour monthly to monitor leadership, resource alignment and student achievement. 	

- Curriculum Alignment: Taylor, Director of Elementary Leading and Learning, reviews curriculum alignment at Endeavour and makes recommendations of vetted resources aligned with Florida Standards. Weekly visits are made to inspect instruction, mentor school leaders to become stronger instructional leaders and determine resources needed.
- District Resources Alignment: Weekly meetings are held with Directors and the Assistant Superintendent of Leading and Learning, Jane Cline, to improve alignment of all elementary schools and district resources.
- Building Instructional Leadership Capacity: Endeavour Principal, Rachad Wilson, participates in monthly small group principal PLCs, facilitated by Tara Taylor. These PLC's center around a problem of practice and building instructional leadership capacity through classroom walkthroughs at a variety of elementary schools.
- Data monitoring of student achievement. With Taylor and Cline's support Endeavour's local student assessment data will be reviewed on a monthly basis to monitor which sub-groups of students are being successful and which students need additional support to achieve proficiency. Local assessment data will include: FAIR, I-Ready Reports, Standards Mastery Mini-Assessments, District made assessments such as BELAA, teacher-made common formative assessments, running records and intervention data. With support from District Leaders, school leaders will then provide guidance in regards to resource allocations including district curriculum experts and trainers. School leaders will use local assessment data to make decisions about allocating resources within the school, such as instructional coaches and assistants, to best support instructional needs.
- Data monitoring of professional practices. Classroom walkthrough data specifically related to ELA instruction, an identified focus area and SIP goal, will be collected and monitored monthly by the leadership team with assistance from district leaders including Tara Taylor, Teresa Wright – Director of Leading and Learning, and Jane Cline.
- Mentors for Turn-Around Leaders: Visits to successful in-county and out-of-county schools with a proven track record of boosting student achievement will occur. Through this partnership, the expectation will be implementation of out of the box thinking to creatively use resources to support students.
- Extended School Day: Instructional day has 90 minutes of additional time added for reading and math intervention which is partially supported by district funding.
- Additional 5 days of pre-planning for instructional staff supported by district funding.
- Principal pay supplement from district funds-- \$5,000 free/reduced lunch.
- Partnership with TNTP: The district will build on the previous partnership with TNTP to build instructional leadership capacity through learning walks throughout the district.
- ELL Support: State and district funds directly support an ELL after school program geared toward improving academic achievement of this growing population at Endeavour.

Assurance 3: The district shall adopt a new governance structure for the school(s), which may include, but is not limited to, requiring the principal(s) to report to a "turnaround office" or "turnaround lead" at the district level who reports directly to the superintendent.

Jane Cline, Assistant Superintendent of Elementary Leading and Learning supervises Mr. Wilson, principal of Endeavour and reports directly to Superintendent, Dr. Desmond K. Blackburn

Assurance 4: The district shall give the school(s) sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools.

Endeavour Elementary has school-level autonomy over decisions regarding staffing, scheduling and budgeting. In addition, the Endeavour Elementary principal has the autonomy to determine how to utilize Title One Part A funds of \$463,800. Operational flexibility also includes the LEA provision of 1.0 Math Coach, 0.5 Science Coach, 0.5 Writing and 0.5 Literacy Coach. State and local funds provide an additional Asst. Principal, Guidance Service Professional, Music and Physical Education teachers.

Assurance 5: The district shall employ a reliable system to reassign or replace the majority of the instructional staff whose students' failure to improve can be attributed to the faculty.

The Brevard Instructional Personnel Performance Appraisal System is used to monitor teachers at all schools. Assistant Superintendents review student achievement data and look for alignment between teacher evaluation

and these outcome measures. When there is lack of alignment, conversations in school improvement feedback sessions with principals lead to action plans for improving professional practices.

The following strategies are implemented to ensure development and retention of highly qualified, certified-in-field, effective teachers are in classrooms:

- District Directors of Leading and Learning that directly supervise FOCUS school principals will review VAM and recruitment/retention practices each semester to ensure compliance and best practices assigning instructional staff.
- Endeavour will partner new teachers with veteran teachers to complete mentoring activities, and complete observations of each other with meaningful feedback.
- Promote the use of UCF's junior and senior interns during the school year and work closely with their college advisors.
- Provide quality professional development during the school year.
- 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.
- Teachers at Title I schools receive a \$150 supplement.

Assurance 6: The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

There are currently 0 teachers at Endeavour with a less than effective VAM. The Director of Elementary Leading and Learning in conjunction with the school administration team will determine appropriate staffing levels and reassignment of staff to support the instructional leadership of effective and highly effective teachers.

Implementation Plan

Selected:

Area of Focus 1:

The district will use iReady, FAIR and district assessments such as BELAA, District Math and Running Records to progress monitor school data. iReady provides a diagnostic three times per year. Students enrolled in iReady have monthly growth checks. Learning checks are administered after each unit has been taught creating a portfolio of standards mastered.

- Tara Taylor, District Director of Elementary Leading and Learning, will monitor student achievement data MONTHLY as follows:

Progress Monitoring Tools	Data Availability
ELA & MATH- Standards Mastery using IREADY	Each 9 weeks
ELA & MATH- IREADY Growth Mastery Report	Every 2 weeks
MATH - K-2 Formative Assessments EUREKA	Every 4-6 weeks
ELA - FAIR - Reading Comprehension	Beginning, middle, end of the year
Science Pre-Post Assessments using Study Island	Quarterly

At the school level, the school based leadership team creates ongoing opportunities for teachers to unpack the Florida Standards, identify critical content and to collaboratively create lesson plans that are aligned to the standards by:

- Attending collaborative planning meetings with each grade level to review upcoming lessons and discuss how to best deliver instruction to meet the standards, develop higher order questions to ensure deep knowledge is taking place and model best practices.
- Participating in coaching cycles during which time the academic coaches will model quality instruction for teachers who are new to the grade level, the building or in need of assistance to improve instruction with approved materials and programs.
- Instructional coaches along with administration will evaluate and select materials to enhance supplemental learning experiences in afterschool and Saturday sessions.
- Following the instructional framework, Brevard Effective Strategies for Teaching – based on Marzano research-based methodologies.

- Using the Brevard Instructional Personnel Performance Appraisal System to conduct observations to ensure teachers are teaching to the standards and delivering the curriculum with fidelity in a manner in which students are engaged in meeting learning goals.

Area of Focus 2:

District leaders in the Elementary Leading and Learning Department will monitor and make modifications to District curriculum guides, pacing guides, and assessments to support specifically identified needs of the school's population. Teachers at each grade level have created action plans for ELA based on their priority standards. Teachers will use the iReady materials to scaffold students in their mastery of the math standards. These materials are being implemented in the 16-17 school year since the previous curriculum was found to have several gaps between content and the grade level standards. Science curriculum will be infused with ELA instruction in addition to lab time for 4th-6th with a science coach adept at implementing the 5E's of Engagement in daily modeling of lessons.

Area of Focus 5:

Endeavour Elementary has one additional hour added to the school day. Endeavour has two intervention blocks each day, math and reading. The extra 60 minutes a day is used for intervention time. An interventionist is assigned to each teacher K-6 to help pull data driven small groups. Data meetings will drive what is being taught in small groups.

Additional Comments:	<p>School Leaders:</p> <ul style="list-style-type: none"> ○ An experienced principal, Mr. Rachad Wilson, has been assigned to Endeavour since November 2011. He has a proven track record of improving learning gains of the lowest 25%, decreasing discipline and building the morale of both students and teachers. The district will provide more intense monitoring and mentoring as described above to build quality instruction and improve student achievement. ○ Two assistant principals with backgrounds specifically matched to Endeavour's needs: <ul style="list-style-type: none"> ○ Christy Meraz – ESE Expertise – hired 2015 ○ Doreen Carlo-Coryell – Reading Expertise – hired 2016
Date of Review:	10/12/16

Phase 1

Part I: Schools to Be Supported

Pursuant to section 1008.33, Florida Statutes (F.S.), and Rule 6A-1.099811, F.A.C., the district shall submit a Turnaround Option Plan for the school(s) required to plan for turnaround in 2015-16.

Item 1: In the box below, list the full name and Master School Identification (MSID) number for each school to be supported through the district's turnaround plan.

Endeavour Elementary

MSID 05 1051

Part II: Stakeholder Engagement

A. Community Assessment Team

Pursuant to section 1008.345, F.S., the district shall recruit representatives of the community, including the RED, parents, educators, local government and business representatives, and community activists, to establish a Community Assessment Team (CAT) to review performance data in schools earning a grade of F or three consecutive grades of D. Note: The CAT is a districtwide initiative; a School Advisory Council (SAC) cannot replace a CAT.

Item 2: The district shall use the **2016-17 DIAP, Section I.B.2**, to describe the role of the CAT in reviewing school performance data, determining causes for low performance and making recommendations for school improvement.

Family and Community Engagement

Describe the district's **ongoing** mechanisms for engaging families and the community in school improvement efforts.

Districts are required to annually submit a parental involvement plan, in accordance with 20 U.S.C. section 6318(a)(2), for review and approval by the Bureau of Federal Educational Programs, which may be used to address this question.

Districts required to complete a 2016 Turnaround Option Plan (TOP) must also address Item 2 and Item 3 here.

The Assistant Superintendent of Leading and Learning, Jane Cline, met with the Community Assessment Team for Endeavour on July 26 from 6pm - 8:30pm. 58 participants, consisting of parents, teachers, community members and district personnel listened and shared information concerning the needs of Endeavour Elementary. A POWERPOINT presentation was shared by the Assistant Superintendent, Jane Cline with all turnaround options presented. Assistant Director of Accountability and Testing, Neyda Francis, presented student achievement data including data on the learning gains of Endeavour students. The District Managed Turnaround option was selected.

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2 – Brevard County Public Schools

This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

Needs and concerns documented at CAT meeting:

- Safe and Supportive Environment
 - Bullying: student actions, communication between school and parents
 - Students being labeled for behaviors
 - Need for resource officer
- Family and Community Engagement
 - Communication to parents
 - PTO – parent participation lacking
 - Continue to involve community
 - Academic parental support for non-English speakers
- Collaborative Teaching
 - Staff incentives – teacher morale
 - Recruitment and retention of teachers and teaching assistants
 - More staff/assistants for coaches and classrooms
 - Peer mentoring
- Ambitious Instruction and Learning
 - Extended day is too long

Representatives from the district's Title 1 Family Engagement and ESOL programs actively build and maintain relationships with numerous community-based organizations in an effort to coordinate resources and services to support the needs of Brevard's diverse families and schools. The district also works with community-based organizations to (1) provide workshops and programming for families in need (e.g. parenting workshops at Brevard Rescue Mission and Portofina Villas (subsidized housing), (2) identify resources and services to improve the academic, financial and social state of families (Shinn, Polhill - R.Teachers) and (3) support our community school-Endeavour.

Additional mechanisms for engaging families and community members include:

1. Superintendent's Parent Advisory Council that meets quarterly.
2. Think Stretch Summer Program to prevent summer slide with school sites and optional sites located at churches, apartment complexes and community centers.
3. Title 1 Annual meetings at the school level to inform parents of all Title 1 program.

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4. Resource teacher, Dr. Sally Shinn, secures resources for homeless students to fully participate in school, such as school supplies, lap top computers, dues/fees for vocational programs and dual enrollment, and clothing needs; supplementary transportation costs; assistance with accessing health care needs and more.
5. Eckerd Kids is a partner that provides critical resources to at-risk students throughout Brevard County. Over the last few years, Eckerd has procured funding to provide computers for students in transition, as well as case management, counseling, and character education opportunities. This year (2016) Eckerd obtained additional funding to assist the families of students in transition with accessing housing options.
6. HeadStart partnership with Brevard C.A.R.E.S.: BPS engages in collaborative partnership building with families whose children are enrolled in Head Start through establishing mutual trust and identifying family goals, strengths and necessary services. Brevard HeadStart Resource Teachers work with families in achieving outcomes in these areas: Family Well-Being, Positive Parent/Child Relationships, Families as Lifelong Educators, Families as Learners, Family Engagement in Transition, Family Connections to Peers, and Community and Families as Advocates and Learners. Family advocates hosted 17 family engagement meetings in March. Topics included: couponing, and beyond, health and nutrition, the importance of sleep, positive solutions for families, gardening projects, car seat safety, positive communication and solutions for families, good dental practices and dental visits, social studies night, health and nutrition, Habitat for Humanity, transitions to VPK and kindergarten orientation, summer safety, paint with whimsy and donut with dads.

COMMUNITY SCHOOL PARTNERSHIP: In 2015-16 school year in response the student medical, socio-emotional and academic needs, Endeavour applied and became the very first elementary community school in the state of Florida. Long-term goals include providing parents with educational opportunities to get them actively involved. The idea of the community school is to entice parents to stay active in opportunities such as computer literacy courses or GED completion courses. Endeavour in partnership with Children's Home Society, University of Central Florida, Brevard Health Alliance, City of Cocoa and Eastern Florida State College, is focused on helping every student succeed through community collaboration, programs and services. These services include:

- On-site medical and dental care
- On-site mental and behavioral health services
- On-site food pantry
- Child academic and enrichment programs
- Parent support through education programs
- * Mentoring

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B. Turnaround Option Selection Process

Item 3: The district shall use the **2016-17 DIAP, Section I.B.2**, to describe efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process, including, but not limited to, providing evidence of parent meetings held at times and locations convenient for parents or guardians.

See information provided above in Part A.

Part III: Turnaround Option Selection

Pursuant to section 1008.33, F.S., the district shall select a turnaround option to implement in the next full school year should the district be required to implement based on the 2016 school grade.

A. Needs Assessment

The district shall review each school's performance trend data and qualitative information, such as data collected through school visits, surveys and interviews, to develop a plan to address the greatest areas of need across the following domains: Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.

Item 4: Describe the needs assessment methodology used by the district and provide a brief summary of the results in the box below.

The district used a combination of quantitative and qualitative data to inform the needs assessment process for the DIAP. Needs assessment methodology includes Student Achievement Data, EDI Insight Survey Data, PBS data, AdvancEd Self Assessment and Survey Data, Risk Factor Analysis etc.

Results of Needs Assessment

Effective Leadership:

STRENGTHS:

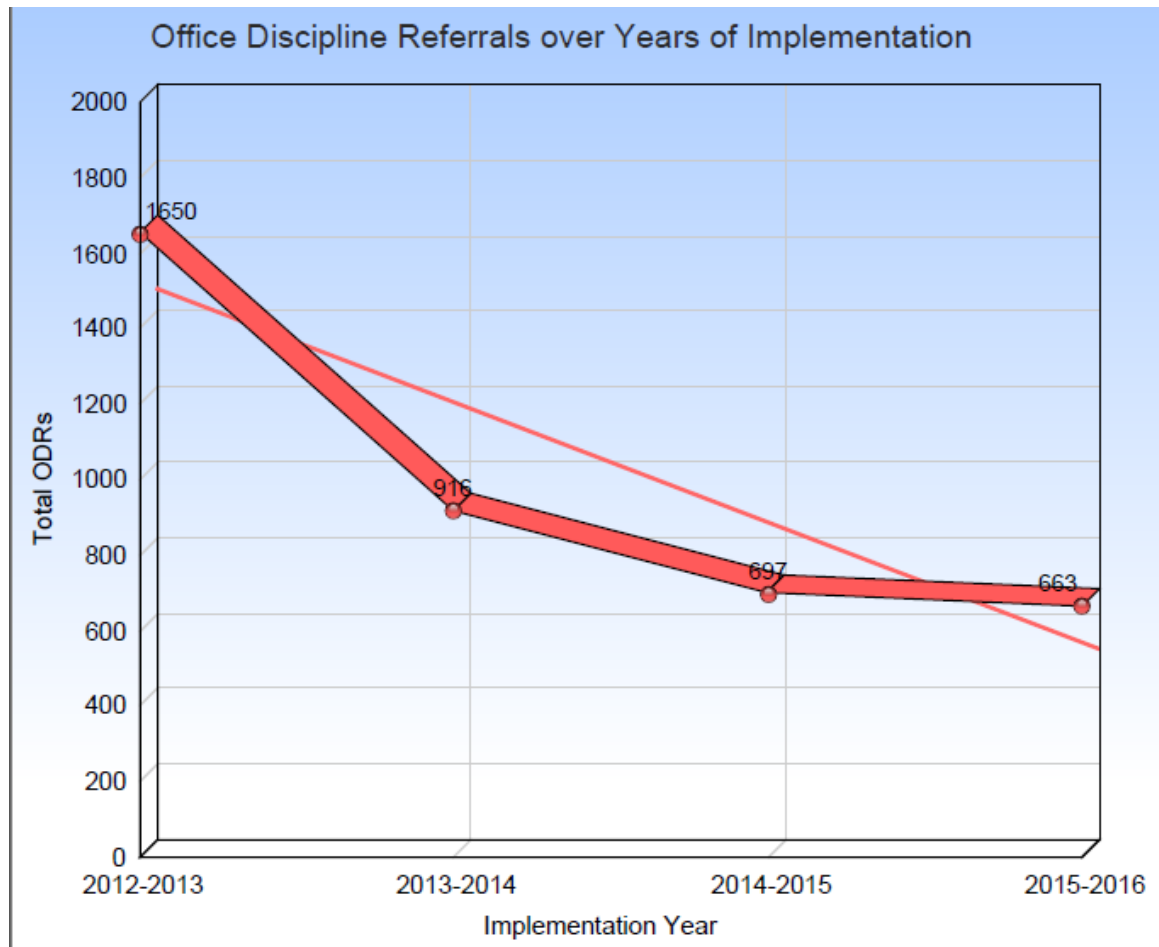
- Principal Rachad Wilson was commended as Principal of the Year 2016.
- School culture: Insight Survey data shows increases in teacher satisfaction with Instructional Planning (8.1 grew to 8.4) and Leadership (7.7 to 7.9) and Observation and Feedback (6.6 grew to 7.2). This EDI School Culture survey will continue to be used annually to monitor strengths and opportunities for leadership.

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	Teachers Listed on Roster	Survey Respondents	Survey Response Rate	Current Instructional Culture Index (Winter 2015-16)	Change in Index (Winter 2014-15 to Winter 2015-16)	Learning Environment Score*	Instructional Planning and Student Growth Measures*	Observation and Feedback Score*	Professional Development Score	Evaluation Score	Peer Culture Score*	Leadership Score	Academic Expectations Score*	Workload Score****	Career Progression Score****	School Operations Score****
2015-2016	60	50	83%	7.7	📉 -0.3	7.8	8.4	7.2	8.0	7.4	7.8	7.9	7.7	6.0	6.3	7.7
2014-2015	58	54	93%	8		8.1	8.1/7.0	6.6	7.9	7	8.1	7.7			5.8	

- Behavior: Under Mr. Wilson’s leadership and commitment to fidelity of Positive Behavior Intervention Support (PBIS) implementation, Endeavour office discipline referrals have decreased from 2012 – 2016. This commitment to PBIS fidelity has led to increased academic engagement time.



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- **Hiring Practices:** Mr. Wilson continues to hire a diverse faculty geared toward meeting the needs of under-resourced learners. Recruiting and retaining teachers at a high needs school continues to be a struggle. Mr. Wilson is dedicated to increasing the number of male educators to be positive role models and increasing the number of high quality instructors to challenge and support the students at Endeavour Elementary. Successful hiring of instructional coaches (Collado, Thatcher) with previous experience at turnaround schools is a strength.
- **Instructional Leader:** Mr. Wilson's leadership has led to learning gains for the lowest 25% of students. He is capable of providing quality coaching and feedback to teachers of many varying abilities. He has been effective at establishing and monitoring standards based instruction look-fors. He schedules classroom walkthroughs with fidelity and provides timely feedback.
- **Curriculum Knowledge:** Through his involvement in school turnaround with state support, Mr. Wilson, has built a solid foundation of best practices in standards-based instruction. He has used this knowledge to evaluate and purchase curriculum resources appropriate for his students and staff. He has worked with teachers to develop list of look-for's and is experienced at providing effective feedback.
- **Student Mentorship:** Mr. Wilson has put many programs in place to prepare Endeavour students for a successful future. These programs include
 - Endeavour's College for Kids Program: This program is a mentoring program designed to subliminally introduce 5th and 6th graders to the idea of becoming college educated. Students meet college educated members of the community, many now retired, who much like them did not grow up in college educated households, yet went on to beat the odds and become productive college educated citizens. He/she will be engaged in multiple educational activities and sessions, including field trips geared to introducing them to college life.
 - Achieving Excellence through CHEER: Endeavour Elementary Magnet School Cheerleader Squad is to promote and uphold school spirit, to promote good sportsmanship among students, to develop positive involvement in the school and community, to enhance self-esteem and develop a sense of accomplishment. The group will work in harmony with the administration, faculty, sponsor(s), and other school organizations to ensure students stay motivated academically to achieve a 2.0 cumulative unweighted G.P.A., maintain a high moral standard and remain in good disciplinary standing.
 - Mentors: Students are given mentors at the beginning of the school year. These mentors check on students weekly to monitor the well-being academically as well as socially. When students are found to have social or emotional problems, the school guidance counselors will meet with them on a more regular basis and provide any services that the students may need.
 - Military Mentors: Through a partnership with AFTAC (Air Force Technical Applications Center), U.S. Air Force members support, mentor and engage with students in activities in science, technology, engineering and math.
 - Boys to Men & Girls to Women nights: These programs connect adult role models with students to create mentoring circles of support to assist students on their journey towards maturity and wisdom.
 - Good News Club: This club sponsored by faith-based community members meets twice a month and serves students of all ages that need coping life-skills. 15-20 student members meet with adult mentors to build resiliency and perseverance in to their life.
 - Breakfast Club: This before school program engages students in academic computer support for of academic basic skills.

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- Staff Morale: Mr. Wilson knows teachers touch every part of the learning process. Improving staff morale has been a key factor in improving retention of teachers. Team building activities, leadership opportunities, social events and positive behavior reinforcements have been noteworthy factors in motivating the hard-working staff at Endeavour.
- Community Partnerships: Mr. Wilson has worked to secure resources through and align community partners with student needs. Partners he has built relationships with that have led to improved student support include: City of Cocoa, AFTAC, United Way, Children's Hunger Project, YMCA, Crest Cleaners, Central Brevard Sharing Center, and Church of Viera.

Family and Community Engagement:

STRENGTHS

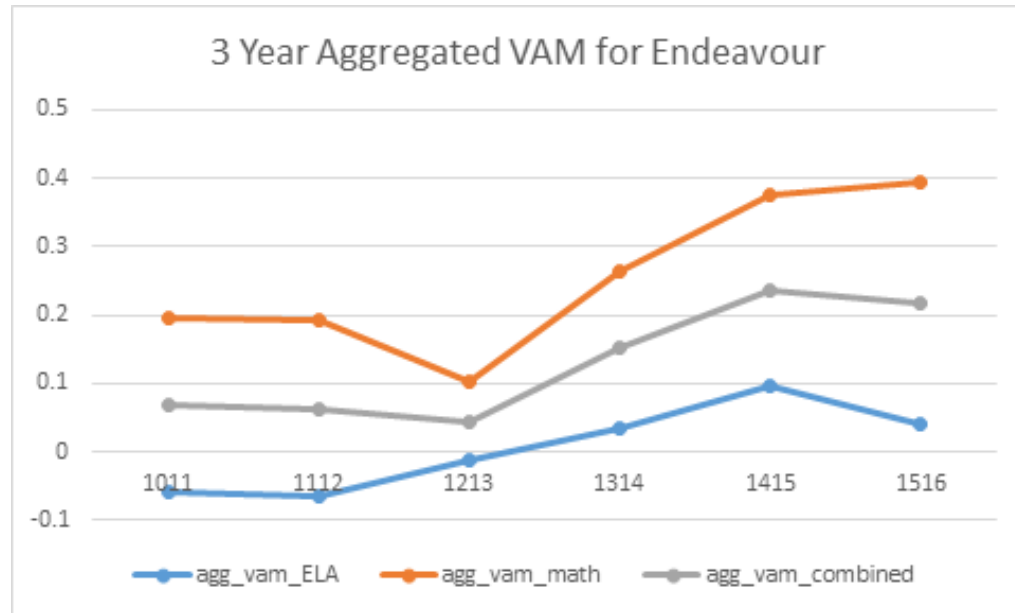
- Endeavour is a Community School which supports families through on-site medical provisions, tutoring and outreach programs. The following partners have committed to the success of Endeavour Elementary, A Community School: Brevard County Schools Children's Home Society of Florida Brevard Health Alliance University of Central Florida Eastern Florida State College City of Cocoa.
- National Institute for Justice grant is in place which includes provision of a social worker and mental health awareness training.
- District Title 1 Resource Teachers with a focus on students in transition meet regularly with guidance counselors to assist in identifying families and connecting them with community resources for food, clothing, shelter, and mental health support.
- Endeavour evening events have a translator available for parents of ELL students.
- College for Kids is another program providing mentoring and inspiring students to pursue a college education. The CFK program is sponsored by retired Brevard County Educators and other retired professionals who make up The Space Coast Chapter of the National Congress of Black Women, Inc. The program is free to any interested student and parent.

NEED--CAT revealed students in need of socio-emotional and mental health support and improved parent & community involvement. SIG 4 will assist in transforming the way families and teachers collaborate through implementation of Academic Parent Teacher Teams (APTT) which Improves teachers' capacity to effectively engage families, creates true, purposeful home-school collaborations, supports student learning outside the classroom, shares responsibility for student learning and uses data to drive student performance.

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Ambitious Instruction:



Ratio of Endeavour VAM Highly Effective: Unsatisfactory

	A	B	C	D	E	F	G	H	I	J
1		VAM Only	Ratings				Ratio		Ratio	
2	Sch_Name	Sch_ID	HE	E	N	U	HE	U	E	U
3	ENDEAVOUR ELEMENTARY MAGNET	1051	19.23%	57.69%	19.23%	3.85%	1.0	0.2	1.0	0.1
4	District	District	21.58%	55.91%	11.50%	11.01%	1.0	0.5		

STRENGTHS

- Teachers are Effective and/or Highly Effective.
- Mr. Wilson has created additional planning time for teachers through the use of subs and reduction of meetings to ensure teachers have time to plan for evidenced-based instructional strategies with the support of instructional coaches. Mr. Wilson and the leadership team monitor fidelity to instructional planning. Additionally, lesson plans are reviewed weekly and feedback is provided.
- The Endeavour intervention schedule has been revamped with 4 added interventionist to help support teachers. Targeted students are progress monitored more intensely.

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- Ongoing professional learning embedded through district Title 1 trainers with on the job coaching, modeling and teaching.
- District data shows quality teachers leave after 1-3 years to transfer to other district schools. This revolving door leads to continuous hiring cycle of new teachers. The SIG4 grant proposal will be initial steps to retain teachers at Endeavour. If awarded, SIG4 funding would be used to hire and train instructional assistants to improve adult-student ratio leading to improved instruction and engagement.

Supportive Environment:

STRENGTHS

- PBIS has been working to decrease discipline referrals for 2 years. 2015-16 Out of school suspension decreased by 26%. Office discipline referrals decreased by 8%.
- Professional Capacity/Collaborative Planning: EDI Insight survey (Observation and Feedback) showed an increase of 1.6 (school culture measurement).
- As part of the 16-17 Strategic Planning Process the following initiatives are in process:

--District and School leaders will implement policies and practices that protect teacher's time by ensuring that teachers are allowed to focus on educating students with minimal interruptions. This will increase the retention of highly effective teachers.

--Ongoing professional learning embedded through district Title 1 trainers with on the job coaching, modeling and teaching.

--Minority, disadvantaged, and academically struggling students are more likely to be in hard to staff schools and less likely to have experienced, effective teachers. Addressing working conditions through increasing instructional assistants) will be essential to reducing teacher turnover. Increased pay is positively associated with retention; Turnover is highest among high poverty, high minority schools.

Results reveal the following opportunities: CAT revealed students in need of socio-emotional and mental health support, improved parent & community involvement, EDI survey reveals need for additional professional development for instructional staff in both ELA and writing and increased feedback from peers and leadership.

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Opportunity Gap Analysis

Endeavour compared to Brevard Title 1 Schools

School Name	Statewide Analysis								TL SG Pts	School Grade	% Free / Reduced	% Minority
	% Mtg Hi Std ELA	% Mtg Hi Std Mth	% Mtg Hi Std Soc	% Mtg Hi Std Sci	% Mtg ELA LG	% Mtg Mth LG	Bottom 25% ELA LG	Bottom 25% Mth LG				
APOLLO ELEMENTARY SCHOOL	57	63	0	56	56	64	49	62	407	B	70	44
CAMBRIDGE ELEMENTARY MAGNET SCHOOL	40	52	0	52	49	64	37	62	356	C	100	74
CAPE VIEW ELEMENTARY SCHOOL	49	60	0	40	49	66	38	56	350	C	71	26
CHALLENGER 7 ELEMENTARY SCHOOL	64	67	0	62	64	66	60	52	435	A	65	27
CHRISTA MCAULIFFE ELEMENTARY SCHOOL	51	52	0	47	49	43	49	43	334	C	76	52
COLUMBIA ELEMENTARY SCHOOL	38	36	0	33	42	56	35	50	290	C	79	48
COQUINA ELEMENTARY SCHOOL	43	39	0	34	45	50	32	44	287	C	81	46
CROTON ELEMENTARY SCHOOL	50	59	0	53	48	59	39	37	345	C	69	35
DISCOVERY ELEMENTARY SCHOOL	50	44	0	47	54	51	49	38	333	C	78	52
DR. W.J. CREEL ELEMENTARY SCHOOL	54	58	0	48	46	62	49	44	361	C	70	46
ENDEAVOUR ELEMENTARY SCHOOL	27	37	0	35	42	43	47	36	267	D	100	88
FAIRGLEN ELEMENTARY SCHOOL	43	56	0	43	49	61	49	61	362	C	100	19
GOLFVIEW ELEMENTARY MAGNET SCHOOL	42	44	0	37	43	53	36	43	298	C	100	66
HARBOR CITY ELEMENTARY SCHOOL	49	37	0	42	49	40	43	28	288	C	80	33
IMPERIAL ESTATES ELEMENTARY SCHOOL	59	57	0	63	56	64	47	47	393	B	58	39
JOHN F. TURNER, SENIOR ELEMENTARY SCHOOL	41	43	0	35	41	55	38	48	301	C	81	51
JUPITER ELEMENTARY SCHOOL	41	44	0	47	40	56	38	52	318	C	81	58
MILA ELEMENTARY SCHOOL	48	60	0	60	49	64	37	45	363	C	73	43
MIMS ELEMENTARY SCHOOL	43	39	0	50	47	49	37	31	296	C	80	42
OAK PARK ELEMENTARY SCHOOL	47	48	0	38	43	58	40	41	315	C	70	39
PALM BAY ELEMENTARY SCHOOL	36	31	0	35	45	47	41	32	267	D	84	52
PINEWOOD ELEMENTARY SCHOOL	60	75	0	74	53	75	44	62	443	A	65	13
PORT MALABAR ELEMENTARY SCHOOL	51	54	0	58	55	60	54	37	369	C	72	42
REVIERA ELEMENTARY SCHOOL	46	45	0	60	56	62	48	66	383	B	82	60
ROY ALLEN ELEMENTARY SCHOOL	56	74	0	56	59	77	59	65	446	A	66	32
SABAL ELEMENTARY SCHOOL	53	53	0	61	61	58	59	46	391	B	69	37
SATURN ELEMENTARY SCHOOL	57	64	0	35	62	61	54	50	383	B	100	56
SUNRISE ELEMENTARY SCHOOL	60	60	0	58	60	63	47	50	398	B	64	32
UNIVERSITY PARK ELEMENTARY SCHOOL	36	46	0	32	46	57	45	38	300	C	88	52
WESTSIDE ELEMENTARY SCHOOL	58	60	0	56	55	67	48	54	398	B	64	47
District Opportunity Gap	-21.3	-14.9	0.0	-13.2	-8.4	-15.4	2.3	-11.3				

ENDEAVOUR NEEDS ASSESSMENT:

The opportunity gap is illustrated via colors. The colors are always related to the performance of the selected school.

- Green indicates that the selected school outperformed the comparative school by 6 points or more.
- Yellow indicates that the performance of the selected school was within a range of 5 points of the comparative school, either plus or minus.
- Red indicates that the selected school was outperformed by the comparative school by 6 points or more.

Endeavour Strengths: Outperformed other district Title 1 schools in Learning Gains of Lowest 25% in ELA

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2 – Brevard County Public Schools

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Endeavour													
FSA ELA	# Students	% Level 3	% Level 1		FSA MATH	# Students	% Level 3	% Level 1					
2015-2016	394	27	44		2015-2016	398	35	41					
2014-2015	349	30	37		2014-2015	355	43	32					
2013-2014	354	27	29		2013-2014	358	46	29					
2012-2013	349	31	32		2012-2013	349	32	35					
2011-2012	317	30	34		2011-2012	318	31	36					
2010-2011	310	35	31		2010-2011	309	25	39					
FSA ELA- SUB-GROUPS -Percent at Level 3+							FSA MATH- SUB-GROUPS -Percent at Level 3+						
YEAR	WHITE	HISPANIC	BLACK	ELL	ESE	ED	YEAR	WHITE	HISPANIC	BLACK	ELL	ESE	ED
2015-2016	37	29	22	13	8	28	2015-2016	48	40	29	24	18	37
2014-2015	38	34	24	12	10	29	2014-2015	43	53	37	33	24	44
2013-2014	44	40	29	6	9	38	2013-2014	31	59	41	20	22	48
2012-2013	21	39	25	3	10	32	2012-2013	28	39	28	16	13	34
2011-2012	11	42	22	4	6	30	2011-2012	16	45	22	17	9	32
2010-2011	25	41	30	NA	11	34	2010-2011	6	24	22	NA	8	24
Year	School Grade	% at Level 3 or Higher in Reading	% at Level 3 or Higher in Math	% Meeting the Writing Standard	% at Level 3 or Higher in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% Lowest 25% Making Learning Gains in Reading	% Lowest 25% Making Learning Gains in Math	Points Earned	Total Possible Points	% PTS Earned	TEST
2015-16	D	27	37	N/A	35	42	43	47	36	267	700	38%	FSA
2014-15	D	32	48	N/A	35	N/A	N/A	N/A	N/A	115	300	38%	FSA
2013-14	D	37	49	38	30	60	73	66	64	417	800	52%	FCAT 2
2012-13	F	34	35	17	29	66	61	82	68	392	800	49%	FCAT 2
2011-12	D	32	34	64	19	61	61	76	61	408	800	51%	FCAT 2
2010-11	D	56	55	65	17	51	46	56	56	402	800	50%	FCAT

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B. Turnaround Option Selection

Item 5: The district must select from the following turnaround options based upon the school's needs assessment. Indicate the selection(s) by marking one or more boxes below with an X.

Option 1: District-Managed Turnaround

The district will manage the implementation of the turnaround plan in the school. *Note: A school that earns a grade of "D" for three consecutive years must implement the district-managed turnaround option.*

Option 2: Closure

The district will reassign students to another school or schools and monitor progress of each reassigned student.

Option 3: Charter

The district will close and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.

Option 4: External Operator

The district will contract with an outside entity that has a demonstrated record of effectiveness to operate a school.

Option 5: Hybrid

The district will implement a hybrid of turnaround options 1-4 or other reform models that have a demonstrated record of effectiveness.

Item 6: Provide a brief summary of the rationale for the turnaround option selection(s) in the box below.

Based on the following data Brevard Public Schools has determined that a District Managed Turnaround is the best option.

- Outcomes related to school environment including school culture, connectivity, and teacher and leader engagement and effectiveness reveal progress towards SIP goals.
- Stakeholders emphasize confidence in school leadership and a belief in district support.
- Endeavour Elementary's principal, Mr. Rachad Wilson has demonstrated a talent for matching under-resourced learners with community resources to build students into leaders and value a quality education to secure a successful future.
- Endeavour has made significant progress with school culture, community relationships, discipline, and student attendance under Mr. Wilson's leadership. In addition, Mr. Wilson has replaced many members of his instructional and non-instructional staff to continue to provide students with the best instruction possible.
- Learning gains for lowest 25 % of students have shown increases.
- District restructuring with a focus on leading and learning and a new strategic plan will lead to increased monitoring and mentoring of Endeavour leadership, instructional staff and culture.

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2 – Brevard County Public Schools

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From new 16-17 District Strategic Plan: As a high performing school district, Brevard Public School's district team intends to build capacity of instructional leaders and educators to close gaps and increase student achievement (in both content and pedagogy); as this is accomplished then

- Teachers will believe in their own efficacy enabling them to make a difference in outcomes for students;
- Student engagement will improve;
- Student achievement will increase;
- Students will be better prepared to enter the workforce and/or post-secondary education;
- Teacher retention will improve.

RATIONALE: Minority, disadvantaged, and academically struggling students are more likely to be in hard to staff schools and less likely to have experienced, effective teachers. Addressing working conditions through increasing instructional assistants) will be essential to reducing teacher turnover. Increased pay is positively associated with retention; Turnover is highest among high poverty, high minority schools.

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Phase 2

Pursuant to section 1008.33, F.S., the district shall submit a plan for implementing the turnaround option should the district be required to implement based on the 2016 school grade of the school(s) named in this form. Complete the requirements of the option(s) selected during Phase 1 and attach relevant documentation.

Option 1: District-Managed Turnaround (DMT)

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances. The district shall use the **2016-17 DIAP** in CIMS to document compliance responses to the assurances and attach the completed DIAP to this form.

DMT Item 1: Assurance 1 – Addressed in DIAP Section I.C.2

The district shall ensure the district-based leadership team includes the superintendent; associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional development leaders; and specialists in other areas relevant to the school(s), such as assessment, English language learners and gifted learners.

Desmond K. Blackburn – Superintendent

Jane Cline – Asst. Superintendent of Elementary Leading and Learning

Tara Taylor – Director of Elementary Leading and Learning

Teresa Wright – Director of Title 1

Dawna Bobersky – Director of Exceptional Student Education

Janet Stephenson – School Improvement Resource Teacher

Shelly Dickinson – MTSS Trainer

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DMT Item 2: Assurance 2 – Addressed in DIAP Section I.A.2.c

The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team(s) and provide direct support systems.

It is the goal of the district to assist in aligning the curriculum and instructional goals of each school with the district strategic plan through school improvement plans. For 2016-17 there has been a restructuring of district leaders in order to strengthen support to all schools.

To support Endeavour Elementary’s Turnaround Principal and Leadership Team the following systems are in place.

- **Mentor:** An Assistant Superintendent of Elementary Leading and Learning now supervises 3 Elementary Directors and 2 Coordinators that directly support principals. Mr. Wilson, Endeavour Elementary Principal, reports directly to Tara Taylor, Director of Elementary Leading and Learning. Taylor is former Title I principal with a proven track record of improving student achievement with under-resourced learners. Taylor has also had extensive training through the Commissioners Leadership Academy (2014-2016) in recognizing high quality standards-based instruction and building instructional leaders.
- **District Visits:** Jane Cline, Asst. Superintendent of Leading and Learning and Desmond K. Blackburn, Superintendent will visit Endeavour monthly to monitor leadership, resource alignment and student achievement.
- **Curriculum Alignment:** Taylor, Director of Elementary Leading and Learning, reviews curriculum alignment at Endeavour and makes recommendations of vetted resources aligned with Florida Standards. Weekly visits are made to inspect instruction, mentor school leaders to become stronger instructional leaders and determine resources needed.
- **District Resources Alignment:** Weekly meetings are held with Directors and the Assistant Superintendent of Leading and Learning, Jane Cline, to improve alignment of all elementary schools and district resources.
- **Building Instructional Leadership Capacity:** Endeavour Principal, Rachad Wilson, participates in monthly small group principal PLCs, facilitated by Tara Taylor. These PLC’s center around a problem of practice and building instructional leadership capacity through classroom walkthroughs at a variety of elementary schools. These PLCs will continue to strengthen Endeavour’s school-based leadership team and their ability to monitor, support and improve instruction and student achievement.
- **Data monitoring of student achievement.** With Taylor and Cline’s support Endeavour’s local student assessment data will be reviewed on a monthly basis to monitor which sub-groups of students are being successful and which students need additional support to achieve proficiency. Local assessment data will include: FAIR, I-Ready Reports, Standards Mastery Mini-Assessments, District made assessments such as BELAA, teacher-made common formative assessments, running records and intervention data. With support from District Leaders, school leaders will then provide guidance in regards to resource allocations including district curriculum experts and trainers. School leaders will use local assessment data to make decisions about allocating resources within the school, such as instructional coaches and assistants, to best support instructional needs.
- **Data monitoring of professional practices.** Classroom walkthrough data specifically related to ELA instruction, an identified focus area and SIP goal, will be collected and monitored monthly by the leadership team with assistance from district leaders including Tara Taylor, Teresa Wright – Director of Leading and Learning, and Jane Cline. The information gathered will assist Endeavour’s leadership team as they mentor, support, and guide instruction.

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- Mentors for Turn-Around Leaders: Visits to successful in-county and out-of-county schools with a proven track record of boosting student achievement will occur. Through this partnership, the expectation will be implementation of out of the box thinking to creatively use resources to support students.
- Extended School Day: Instructional day has 90 minutes of additional time added for reading and math intervention which is partially supported by district funding.
- Additional 5 days of pre-planning for instructional staff supported by district funding.
- Principal pay supplement from district funds-- \$5,000 free/reduced lunch.
- Partnership with TNTP: The district will build on the previous partnership with TNTP to build instructional leadership capacity through learning walks throughout the district.
- ELL Support: State and district funds directly support an ELL after school program geared toward improving academic achievement of this growing population at Endeavour.

School Leaders:

- An experienced principal, Rachad Wilson, has been assigned since November 2011. He has a proven track record of improving learning gains of the lowest 25%, decreasing discipline and building the morale of both students and teachers. The district will provide more intense monitoring and mentoring as described above to build quality instruction and improve student achievement.
- Two assistant principals with backgrounds specifically matched to Endeavour's needs:
 - **Christy Meraz – ESE Expertise – hired 2015**
 - **Doreen Carlo-Coryell – Reading Expertise – hired 2016**
- Literacy Coach, Tamra Thatcher - Master's Degree in Educational Leadership, and has served as a Turnaround School Leadership Team in Las Cruces, New Mexico School District for three years. Her leadership provided schools opportunities for dramatic growth in both Reading and Math. Leadership qualifications include conducting professional development in Literacy, Prioritizing Standards, Data Analysis, Small Group Instruction with Complex Text, Socratic Seminars through Accountable Talk, Cooperative Learning, and Multisensory Phonics.
- Literacy Coach, Ivette Collado – hired 2011, Master's Degree in Educational Leadership
- Math Coach, Maria Leaman - hired 2012, Master's Degree in Educational Leadership
- Science Coach, Lisa Fetner - hired 2016
- Guidance Service Professional – Melissa Parkhurst – Bachelor's Degree in Multi-Handicap Education with a Minor in Early Childhood Education. Her proven track record working with ESE students as an ESE Specialist and an Intervention Specialist are key to her work with Endeavour students.

Additional District Support:

- Endeavour has been assigned a Multi-tiered Systems of Support (MTSS) trainer to support the process and provide guidance on appropriate interventions for students (academic and behavioral).

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- District math trainers, Sandy Davis and Rita Hays, supports Endeavour monthly to provide coaching, modeling and feedback on standards-based mathematical practices.
- District literacy trainer, Dr. Jackie Fraser, supports Endeavour monthly to provide ELA support through coaching, modeling and feedback to teachers.
- Eureka Math program has been purchased to ensure standards based curriculum is taught by veteran and novice teachers. District math trainers, Sandy Davis and Rita Hays, and district math resource teacher, Diane Gard, each support a grade level (K-2) in implementation of this math resource.
- I-Ready program including diagnostics, mastery assessments, ready books and toolbox has been purchased to ensure standards based curriculum is taught.
- The district is applying for the SIG “Cohort 4” opportunity to target teacher recruitment and retention.

Changes to the 16-17 District Strategic Plan that will influence positive change at Endeavour Elementary:

BPS has specified the following best practices to improve student achievement and charged district leaders with accomplishing each systemic change.

1. BPS will ensure that district policy and practice supports protection and effective use of instructional time. The purpose of this objective is to maximize instructional time by eliminating barriers, establishing protocols and identifying the systemic changes necessary to improve instructional practice.

Rationale: BPS believes that student success is contingent on protecting the time teachers have during the school day to effectively educate our students. If BPS establishes a system-wide priority to protect instructional time such that teachers are able to collaboratively plan, effectively instruct, and monitor student learning then:

- *BPS will have an awareness that protecting instructional time is a priority;
- *Great thought will occur prior to making any changes that may impact classroom instruction;
- *Student achievement will increase;
- *Student engagement in instruction will improve;
- *Teachers will feel supported as instructional leaders; and
- *Teacher morale will improve.

2. Although BPS is a high performing school district, we realize that achievement gaps exist and attention to this area must be addressed through building the capacity of teachers to meet the learning needs of each individual student. The purpose of this objective is to ensure teachers and administrators have the tools necessary to improve student learning for all students within the school system. This will be accomplished through the continuous learning cycle of data analysis, differentiated professional development and ongoing progress monitoring. Additionally new curriculum resources such as Eureka Math will be implemented at Endeavour.

Rationale: As a high performing school district, if we build capacity of our educators to close gaps and increase student achievement (in both content and pedagogy); then

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- *Teachers will believe in their own efficacy enabling them to make a difference in outcomes for students;
- *Student engagement will improve;
- *Student achievement will increase;
- *Students will be better prepared to enter the workforce and/or post-secondary education;
- *Teacher retention will improve.

3. BPS will build educator capacity and district infrastructure to equitably support every student's social-emotional development through professional development, new program development, provision of new curriculum and instructional resources, and human capital.

Rationale: Because the mission of Brevard Public Schools is to "Serve all Students with Excellence as the Standard", if an equitable approach to student social emotional development is created, then we will maximize opportunities for teaching and learning. This looks like the following:

- *Increased numbers of students actively engaged in class;
- *Application of Universal Design for Learning (UDL)/Differentiated Instruction for students at-risk, low performing, and exceptional education in classrooms;
- *Decreased behavior disruptions in class;
- *Increased teacher capacity for behavior management;
- *Implementation of tier 1 and 2 supports for students;
- *Understanding and implementation of the matrix of district supports for teachers to develop and implement intervention strategies, alternate teaching methodologies, and restorative practices in both academic and social emotional areas; and
- *Belief in Brevard Public Schools' vision for social-emotional development and how to support the needs of all students.

1. (E1) Build Principal Capacity to Develop and Spread Highly Effective Practice and Support all Employees in Professional Growth and Continuous Improvement Lead

Description:

Expanding the capacity of the principal is critical to developing a highly effective learning culture for both teachers and students. The time and attention spent on developing principals through professional development, coaching and mentoring, while focusing on clear expectations, is essential to maintain the status of a highly effective school system.

Strategies:

Identify needs and differentiate the level of district support and/or guidance needed to develop each individual principal's capacity.

- Develop and implement a training model for building principal capacity. Targeted professional learning based on principal need will include:
 - Developing Principal knowledge of highly effective instructional practices.
 - Creating small groups of principals to work together to improve their practices.
 - Job embedded coaching and mentoring led by district leadership and lead principals.

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- o Principal facilitation using the “problem of practice model” in an effort to create true principal PLC’s (Note: The PLC’s will be facilitated by district and school leaders focused on a specific problem to be determined by a data review and school needs).
- o Create professional development centered on “Socio- Emotional (1D)

DMT Item 3: Assurance 3 – Addressed in DIAP Section I.C.1

The district shall adopt a new governance structure for the school(s), which may include, but is not limited to, requiring the principal(s) to report to a “turnaround office” or “turnaround lead” at the district level who reports directly to the superintendent.

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I. Current District Status This section is: Pending Complete !!

C. Effective Leadership

1. District Turnaround Lead

Provide the following contact information for the district turnaround lead, which populates into the SIG Phase 1 and TOP-1 surveys.

Districts required to complete a 2016 Turnaround Option Plan (TOP) must also address DMT Item 3 [here](#).

a. Employee's Name and Email Address
Cline, Jane (cline.jane@brevardschools.org)

b. Employee's Title
Assistant Superintendent

c. Employee's Phone Number
(321) 633-1000

d. Employee's Phone Extension
411

e. Supervisor's Name
Jane Cline

f. Supervisor's Title
Assistant Superintendent

g. Employee's Role and Responsibilities

1. Monitor the District's elementary program. Duties in relation to the program include:
 - a. Assist in maintaining a unified curriculum in the elementary schools.
 - b. Determine which programs are in need of change or updating.
 - c. Develop new programs for Board approval.
 - d. Coordinate the systematic implementation of new programs into schools.
 - e. Monitor and evaluate new and existing programs.
2. Supervise and evaluate elementary school principals.
3. Design, implement and maintain a comprehensive assessment system in all schools in the areas of reading, language arts, mathematics, science, and social studies. Supplemental assessment systems may also be provided in other subject areas.
4. Supervise and coordinate the activities of elementary resource teachers.
5. Develop and implement state and federal programs.
6. Develop and monitor budgets of state and federal programs.
7. Develop and implement varied staff development activities for state and federal programs.
8. Plan and facilitate regular meetings with the elementary schools' principals and assistant principals to coordinate the unified elementary curriculum.

Jane Cline, Assistant Superintendent of Elementary Leading and Learning supervises Mr. Wilson, principal of Endeavour and reports directly to Superintendent, Dr. Desmond K. Blackburn

DMT Item 4: Assurance 4 – Addressed in DIAP Section I.A.2.d

The district shall give the school(s) sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools.

Endeavour Elementary has school-level autonomy over decisions regarding staffing, scheduling and budgeting.

In addition, the Endeavour Elementary principal has the autonomy to determine how to utilize Title One Part A funds of \$463,800. Operational flexibility also includes the LEA provision of 1.0 Math Coach, 0.5 Science Coach, 0.5 Writing and 0.5 Literacy Coach. State

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and local funds provide an additional Asst. Principal, Guidance Service Professional, Music and Physical Education teachers. District level directors and the assistant superintendent for Elementary Leading and Learning provide guidance and support to the Endeavour principal in making school-based decisions.

DMT Item 5: Assurance 5 – Addressed in DIAP Section I.C.3.b

The district shall employ a reliable system to reassign or replace the majority of the instructional staff whose students' failure to improve can be attributed to the faculty.

DMT ITEM 5 AND 6 ARE ADDRESSED HERE:

The Brevard Instructional Personnel Performance Appraisal System is used to monitor teachers at all schools. Assistant Superintendents review student achievement data and look for alignment between teacher evaluation and these outcome measures. When there is lack of alignment, conversations in school improvement feedback sessions with principals lead to action plans for improving professional practices.

The following strategies are implemented to ensure development and retention of highly qualified, certified-in-field, effective teachers are in classrooms:

1. District Directors of Leading and Learning that directly supervise FOCUS school principals will review VAM and recruitment/retention practices each semester to ensure compliance and best practices assigning instructional staff. (Teresa Wright, Tara Taylor)
2. 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/Tara Taylor.
3. 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/ Tara Taylor
4. Provide quality professional development during the school year. Person Responsible: District Directors of Leading and Learning, Asst. Superintendent of Leading and Learning, Resource Teachers
5. 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. Person Responsible: Wilson/Taylor
6. Teachers at Title I schools receive a \$150 supplement.

Required competencies include:

*Effective or Highly Effective District Evaluation (Summative 2- Locally adopted competencies)

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*Elementary Ed certification

Preferred competencies include:

*Experience with PBIS

*Experience serving Title I populations

*Willingness to support opportunities for students and families beyond the school day

Screening Process:

*Convey nonnegotiables of working at a high needs school.

*Targeted selection of candidates who demonstrate experience with academic improvement

*Examples of data driven instruction.

*Examples of family involvement/parent engagement.

*Examples of community partnerships.

*Examples of how a positive classroom culture is facilitated.

DMT Item 6: Assurance 6 – Addressed in DIAP Section I.C.3.b

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district’s approved evaluation system, pursuant to section 1012.34, F.S.

There are currently 0 teachers at Endeavour with a less than effective VAM. The Director of Elementary Leading and Learning in conjunction with the school administration team will determine appropriate staffing levels and reassignment of staff to support the instructional leadership of effective and highly effective teachers.

To develop expertise, district and school-based leadership will use multiple sources to monitor, evaluate proficiency and provide timely, actionable feedback on the effectiveness of instructional goals.

From New Strategic Plan 16-17

Objective E1: Build Principal Capacity to Develop and Spread Highly Effective Practice and Support all Employees in Professional Growth and Continuous Improvement Lead

Description:

Expanding the capacity of the principal is critical to developing a highly effective learning culture for both teachers and students. The time and attention spent on developing principals through professional development, coaching and mentoring, while focusing on clear expectations, is essential to maintain the status of a highly effective school system.

Strategies:

Identify needs and differentiate the level of district support and/or guidance needed to develop each individual principal's capacity.

- Develop and implement a training model for building principal capacity. Targeted professional learning based on principal need will include:
 - Developing Principal knowledge of highly effective instructional practices.
 - Creating small groups of principals to work together to improve their practices.
 - Job embedded coaching and mentoring led by district leadership and lead principals.
 - Principal facilitation using the “problem of practice model” in an effort to create true principal PLC’s (Note: The PLC’s will be facilitated by district and school leaders focused on a specific problem to be determined by a data review and school needs).
 - Create professional development centered on “Socio- Emotional (1D)

Objective E2: Develop and Implement Effective and Efficient Hiring Practices to Ensure an Excellent and Diverse Work Force

If Brevard Public Schools identifies, hires, and on-boards a high quality workforce that consists of employees with diverse backgrounds, professional experience, thought, race and ethnicity, then our workforce will be well placed to understand and meet the needs of our students.

Strategies

- Develop and implement a centralized on-boarding process to ensure efficient hiring of new employees.
- Expand recruitment opportunities to attract and retain a high quality and diverse workforce.
- Move up the processes for position allocation to provide opportunities for early hiring of high quality candidates, particularly in critical shortage areas.
- Implement an improved electronic system for managing job vacancies and screening of high quality instructional candidates.
- Collaborate with local minority associations, all municipalities, and the local housing authority to promote the selection of BPS as a first choice employer in Brevard County to their members and the community at large.

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2 – Brevard County Public Schools

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Implementation Plan

DMT Item 7: Identify one or more of the following Areas of Focus the district will address in the **2016-17 DIAP** by marking the box with an X. **Part III of the DIAP** shall contain the details of how the district will implement the selected Area(s) of Focus and other strategies in order to meet the needs of the school(s) identified in this form.

Area of Focus 1

The district shall identify progress monitoring and summative assessments that will be used in the school(s), the administration frequency of each, how the data will be analyzed, and how changes in instruction will be implemented and monitored. The district shall describe the specific training and follow-up that will be provided to support the implementation of a comprehensive, data-based, problem-solving framework.

Area of Focus 2

The district shall identify the new or revised instructional programs for reading, writing, mathematics and science; the research base that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

Area of Focus 3

The district shall ensure instruction is differentiated to meet the individual needs of students. Strategies for push-in, pull-out or individual instruction shall be included in the plan.

Area of Focus 4

The district shall conduct a comprehensive search to replace the principal(s), assistant principal(s) and instructional coach(es).

Area of Focus 5

The district shall increase learning time in the school(s), as defined in Rule 6A-1.099811(2)(m), F.A.C., by a total of 300 hours annually; at least 60 percent of time shall support all students (e.g., extended day, week, or year) and up to 40 percent of time may be provided through targeted services (e.g., before school, after school, weekend and summer).

DMT Item 8: In the box below, briefly summarize the strategies the district has included in **Part III of the 2016-17 DIAP** to reduce or eliminate internal systemic barriers and address the needs of the school(s) named in this form.

Area of Focus 1:

The district will use iReady, FAIR and district assessments such as BELAA, District Math and Running Records to progress monitor school data. iReady provides a diagnostic three times per year. Students enrolled in iReady have monthly growth checks. Learning checks are administered after each unit has been taught creating a portfolio of standards mastered.

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- Tara Taylor, District Director of Elementary Leading and Learning, will monitor student achievement data MONTHLY as follows:

Progress Monitoring Tools	Data Availability
ELA & MATH– Standards Mastery using IREADY	Each 9 weeks
ELA & MATH– IREADY Growth Mastery Report	Every 2 weeks
MATH – K-2 Formative Assessments EUREKA	Every 4-6 weeks
ELA – FAIR – Reading Comprehension	Beginning, middle, end of the year
Science Pre-Post Assessments using Study Island	Quarterly

At the school level, the school based leadership team creates ongoing opportunities for teachers to unpack the Florida Standards, identify critical content and to collaboratively create lesson plans that are aligned to the standards by:

- Attending collaborative planning meetings with each grade level to review upcoming lessons and discuss how to best deliver instruction to meet the standards, develop higher order questions to ensure deep knowledge is taking place and model best practices.
- Participating in coaching cycles during which time the academic coaches will model quality instruction for teachers who are new to the grade level, the building or in need of assistance to improve instruction with approved materials and programs.
- Instructional coaches along with administration will evaluate and select materials to enhance supplemental learning experiences in afterschool and Saturday sessions.
- Following the instructional framework, Brevard Effective Strategies for Teaching – based on Marzano research-based methodologies.
- Using the Brevard Instructional Personnel Performance Appraisal System to conduct observations to ensure teachers are teaching to the standards and delivering the curriculum with fidelity in a manner in which students are engaged in meeting learning goals.

Area of Focus 2:

- The school will implement the district K-12 reading plan. District leaders in the Elementary Leading and Learning Department will monitor and make modifications to District curriculum guides, pacing guides, and assessments to support specifically identified needs of the school's population. Teachers at each grade level have created action plans for ELA based on their priority standards. The literacy coach works with each grade level to identify complex text and rigorous student tasks. The previously used resource included some complex text, but the student tasks did not align with the grade level standards. Students will use the Ready materials to scaffold students in their mastery of the math standards. These materials are being implemented in the 16-17 school year since the previous curriculum was found to have several gaps between content and the grade level standards.
- The school-based leadership team will analyze quarterly benchmark data with grade-level teams to identify trends and strategies for moving forward. Modifications to instructional practices and programs are data-driven.
- Science curriculum will be infused with ELA instruction in addition to lab time for 4th-6th with a science coach adept at implementing the 5E's of Engagement in daily modeling of lessons.

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Area of Focus 5:

Endeavour Elementary has one additional hour added to the school day. Endeavour has two intervention blocks each day, math and reading. The extra 60 minutes a day is used for intervention time. An interventionist is assigned to each teacher K-6 to help pull data driven small groups. By monitoring Interim assessments, iReady as well as DIBELs, the school-based leadership team 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 are pulled.

Goal 1: District leadership will support principal and educator effectiveness at Focus Schools to build capacity of teachers to improve student outcomes and close achievement gaps.

S1: Enhance the on-going professional development model for teachers to include both content and instructional strategies that ensure all students master the Florida Standards.

A1: Using a variety of data points to include, but not limited to, FSA, IPPAS, ACT, FAIR, to determine PD needs and gaps start to strategically plan with the division of Leading and Learning to determine support structures for teachers.

A2: Identify trends across the district that need to be addressed through the PD plan.

S2: Provide professional development centered on cultural sensitivity and understanding the learning needs of diverse populations and under-resourced learners (the plan for implementation is located in objective 1D).

S3: Establish a district framework for conducting instructional reviews (including the components of the instructional review and a determination of which schools are in most need of a review) and provide instructional reviews to a subset of schools by need.

S4: Develop a system of leading indicators, which may include rigorous tasks aligned to the standards, to progress monitor the implementation of standard based instruction at all schools.

Goal 2: District will build staff capacity and district infrastructure at Focus Schools to equitably support every student's socio-emotional needs.

S1: Analyze existing programs in the area of social-emotional supports to inform policy, procedures, and program equity for all students in Brevard Public Schools.

S2: Develop, research, and implement programs and supports to address the social-emotional needs of all students in Brevard Public Schools (see connection in Objective 1B and 1E):

S3: Develop and communicate an intervention matrix and a matrix of universal supports which outline comprehensive services for all students, including those at risk, students served in alternative settings, students from diverse backgrounds, students with disabilities, LBGTQ students, and students who speak English as a second language.

S4: Build educator capacity through matrix of professional development offerings including intervention and restorative practices including :

- o Cultural competency (all);
- o Behavior management (targeted);
- o Trauma-informed care (all/overview, targeted/in-depth);
- o Universal Design for Learning (targeted);

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- o Alternatives to suspension (all);
- o Positive Behavior Intervention and Support/CHAMPS (targeted); and
- o Other programs identified through program analysis (targeted).

S5: Analyze and create policy and/or administrative procedures in the area of social-emotional support for students.

Goal 3: District leadership will build principal capacity at Focus Schools to develop and spread highly effective practice and support to all employees in professional growth and continuous improvement

S1: Identify needs and differentiate the level of district support and/or guidance needed to develop.

S2: Develop and implement a training model for building principal capacity. Targeted professional learning based on principal need will include:

- o Developing Principal knowledge of highly effective instructional practices.
- o Creating small groups of principals to work together to improve their practices.
- o Job embedded coaching and mentoring led by district leadership and lead principals.
- o Principal facilitation using the “problem of practice model” in an effort to create true principal PLC’s
- o Create a strong mentorship program for principals of Focus schools