

Broward County Public Schools

# Endeavour Primary Learning Center



## 2019-20 Schoolwide Improvement Plan

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## Endeavour Primary Learning Center

2600 NW 58TH TER, Lauderhill, FL 33313

[ no web address on file ]

### Demographics

**Principal: Shinita Coachman Beavers**

Start Date for this Principal: 1/17/2012

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-3
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Black/African American Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: D (34%) 2017-18: C (43%) 2016-17: C (42%) 2015-16: C (46%) 2014-15: F (28%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	YEAR 1
<b>Support Tier</b>	IMPLEMENTING
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-3	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	C

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<https://www.floridacims.org>.

### 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. 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: School Information

### School Mission and Vision

#### Provide the school's mission statement.

We, the faculty and staff of Endeavour Primary Learning Center, have a commitment to excellence. We believe that with the cooperation of students, parents, teachers, school staff, and the community, we can provide opportunities for children to reach their full potential and be prepared to meet the challenges of a diverse and rapidly changing society.

#### Provide the school's vision statement.

All Endeavour Primary Learning Center students will reach their maximum potential. Our vision is based on a foundation of collaborative planning, focused instruction, and continuous evaluation.

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Lawrence, Denise	Principal	Monitor curriculum instruction, provide opportunities for Professional Development, analyze assessment data, provide ongoing feedback, adjusting areas of concerns based on student data.
Dukes, Marisa	Assistant Principal	Monitor curriculum instruction, provide opportunities for Professional Development, analyze assessment data, provide ongoing feedback, and address student disciplinary concerns.
Steadman, Joleen	Instructional Coach	Model lessons, Coach individual teachers with delivery of instruction and provide feedback to teachers to help improve their practice. Develop Instructional Focus Calendars aligned to the standards.
Marshall, Sebrina	Instructional Coach	Model lessons, Coach individual teachers with delivery of instruction and provide teachers with feedback to help improve their practices. Develop Instructional Focus Calendars align to the standards.

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	98	105	84	84	0	0	0	0	0	0	0	0	0	371
Attendance below 90 percent	29	19	22	15	0	0	0	0	0	0	0	0	0	85
One or more suspensions	0	3	0	4	0	0	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	51	0	0	0	0	0	0	0	0	0	51

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	4	1	20	0	0	0	0	0	0	0	0	0	26

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	7	4	10	0	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

**FTE units allocated to school (total number of teacher units)**

23

**Date this data was collected or last updated**

Tuesday 7/16/2019

**Prior Year - As Reported**
**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
Students with two or more indicators														

**Prior Year - Updated**
**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	100	78	80	93	0	0	0	0	0	0	0	0	0	351
One or more suspensions	2	0	0	3	0	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	43	0	0	0	0	0	0	0	0	43

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	3	3	20	0	0	0	0	0	0	0	0	0	29

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	32%	59%	57%	32%	55%	55%
ELA Learning Gains	0%	60%	58%	0%	58%	57%
ELA Lowest 25th Percentile	0%	54%	53%	0%	53%	52%
Math Achievement	36%	65%	63%	51%	61%	61%
Math Learning Gains	0%	66%	62%	0%	63%	61%
Math Lowest 25th Percentile	0%	53%	51%	0%	52%	51%
Science Achievement	0%	46%	53%	0%	45%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	K	1	2	3	
Number of students enrolled	98 (0)	105 (0)	84 (0)	84 (0)	371 (0)
Attendance below 90 percent	29 ( )	19 ( )	22 ( )	15 ( )	85 (0)
One or more suspensions	0 ( )	3 (0)	0 (0)	4 (0)	7 (0)
Course failure in ELA or Math	0 ( )	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	51 (0)	51 (0)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	32%	60%	-28%	58%	-26%
	2018	37%	59%	-22%	57%	-20%
Same Grade Comparison		-5%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	36%	65%	-29%	62%	-26%
	2018	45%	63%	-18%	62%	-17%
Same Grade Comparison		-9%				
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD				10							
ELL	39			44							
BLK	31			36							
FRL	32			36							
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9			18							
ELL	8			25							
BLK	39			48							
FRL	38			46							
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13			19							
ELL	42			58							
BLK	32			51							
FRL	31			50							

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	128
Total Components for the Federal Index	3
Percent Tested	99%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	17
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The school's grade is calculated only on student proficiency of Level 3 or higher in ELA and Math. Reviewing the data for the past three years, there has been a trend of declined proficiency in both subject areas. The proficiency data for ELA is 2017 - 39%, 2018 - 37%, 2019- 32% and for Math is 2017 - 46%, 2018 - 45%, 2019 - 36%.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The data shows the greatest decline from the previous school year 2017-18 to this school year. There was a 5% decline in ELA and 9% decline in Math.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The data shows the greatest gap of 26% in both ELA and Math.

For ELA, one of the contributing factors was not enough in-depth analysis of the progress monitoring data, the Benchmark Assessment System (BAS), to better align curriculum and instruction for individual student needs.

For Math, grade level standards were not fully covered, prior to the state assessment, due to teachers spending too much time on deficient standards.

**Which data component showed the most improvement? What new actions did your school take in this area?**

During the 2017, ELA proficiency was 39% which resulted in the training and beginning implementation of Balanced Literacy. Also in 2017, Math proficiency was 46% which resulted in more implementation of professional development and the addition of a new Math coach. In addition, we provided monthly Collaboration and Planning Days during the instructional day that allowed collegial conversations with Administration and Grade level teams.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

The data shows two potential areas of concern. Eighty-five students are below the 90% attendance rate and Twenty-six students have more than 2 early warning indicators.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Increase ELA proficiency Levels to at least 50%.
2. Increase Math proficiency Levels to at least 50%.
3. Gradual Release of teachers taking ownership of compiling, analyzing, and interpreting their own students' data.
4. Instructional Coaches providing overview of upcoming standards and the modeling instructional practices.
5. Administration progress monitoring daily lessons in alignment to Instructional Focus Calendars.

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	ELA- Proficiency
<b>Rationale</b>	Endeavour Primary Learning Center's FSA English Language Arts performance has had a decline for the past three years. This category has shown to be a major area of weakness that needs to be addressed and monitored closely to increase the proficiency of our third grade students.
<b>State the measurable outcome the school plans to achieve</b>	If all instructional staff embed Balanced Literacy researched based strategies and interventions into their classroom instruction in all content areas, then Endeavour Primary Learning Center will be able to increase their proficiency by 18% as measured by FSA English Language Arts state assessment.
<b>Person responsible for monitoring outcome</b>	Joleen Steadman (joleen.steadman@browardschools.com)
<b>Evidence-based Strategy</b>	The instructional staff will participate in literacy trainings (Balanced Literacy, F&P Phonics and Word Study Systems) and implement the strategies learned as demonstrated by explicitly instructing interactive read alouds and small group guided reading with fidelity.
<b>Rationale for Evidence-based Strategy</b>	This strategy was selected for this area of weakness because our data indicates a gradual decline in the past three years. The levels of evidence will be defined by the differentiated literacy strategies used during the ELA block to meet the needs of all learners. Progress monitoring will be through collection of BAS, i-Ready and School City data along with resources used to support this strategy and lesson planning to implement these two components of Balanced Literacy with fidelity.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Instructional staff will attend district Literacy trainings to improve their teaching practice during the ELA block.</li> <li>2. Teachers will implement interactive read aloud and small group guided reading and interventions during their ELA block differentiating instruction to meet the needs of all learners.</li> <li>3. Leadership team will collect and analyze student achievement data to identify areas of weakness.</li> <li>4. Based on areas of weakness, (determined by analyzing student achievement data) collaborate with teachers to identify and implement researched based reading strategies and interventions needed to address areas of weakness while continuing to develop strengths.</li> <li>5. Administration will produce additional appropriate resources (if necessary) through district resources, school budget resources, and partnerships.</li> <li>6. Professional Learning Communities will center on the implementation of BAS calibration, interactive read aloud and small group guided reading instructional practices of the Balanced Literacy program.</li> <li>7. SWD students will receive additional support in the area of reading.</li> <li>8. EPLC will offer Extended Learning Opportunity Academic Camps for Reading. Students who are working below grade level will be recruited to participate through communication with parents.</li> </ol>
<b>Person Responsible</b>	Denise Lawrence (denise.lawrence@browardschools.com)

#2	
<b>Title</b>	Math - Proficiency
<b>Rationale</b>	Endeavour Primary Learning Center's FSA Math performance has had a decline for the past three years. This category has shown to be a major area of weakness that needs to be addressed and monitored closely to increase the proficiency of our third grade students.
<b>State the measurable outcome the school plans to achieve</b>	All instructional staff will implement with fidelity the components of the school-wide Pacing Guide and Math Instructional Focus Calendar. Both are created to provide rigorous instruction, remediation and enrichment. If implemented then, Endeavour Primary Learning Center's math proficiency will increase by 14% as measured by the FSA Math Achievement Test.
<b>Person responsible for monitoring outcome</b>	Sebrina Marshall (sebrina.marshall@browardschools.com)
<b>Evidence-based Strategy</b>	Explicit Instruction involves teaching a specific concept or procedure in a highly structured and carefully sequenced manner.
<b>Rationale for Evidence-based Strategy</b>	Teaching mathematics in this manner is highly effective and will significantly improve a student's ability to perform mathematical operations (e.g., adding, multiplying,) as well as to solve word problems. This strategy has been shown to be effective across all grade levels and for diverse groups of students, including students with disabilities and ELLs.
<b>Action Step</b>	
<b>Description</b>	<p>1. During this highly structured instruction, the teacher:</p> <ul style="list-style-type: none"> <li>• A. Clearly identifies the skills or concepts to be learned, which might include highlighting important details</li> <li>• B. Connects the new content to previous learning</li> <li>• C. Gives precise instructions</li> <li>• D. Models concepts or procedures in a step-by-step manner and includes "think alouds"—</li> <li>• E. Provides opportunities to practice, using the following scaffolded instruction sequence:             <ol style="list-style-type: none"> <li>1. Guided practice – Students and the teacher work problems together, with the students gradually solving more of the problem.</li> <li>2. Independent practice – Students work independently or in small groups to solve problems.</li> </ol> </li> <li>• F. Encourages the student to verbalize the strategy he is using to solve the problem and his reasons for doing so</li> <li>• G. Offers specific feedback about correct and incorrect actions, followed by time to correct errors; includes reteaching and clarifying instructions</li> </ul> <p>2. During this carefully planned and sequenced instruction, the teacher:</p> <ul style="list-style-type: none"> <li>• A. Presents lessons that build on one another, moving from simple skills and concepts to more complex ones or from high-frequency skills to low-frequency skills</li> </ul>



- B. Breaks complex skills into smaller, more manageable chunks, a method also known as task analysis.
- C. Prioritizes and sequences tasks from easy to more difficult
- D. Scaffolds instruction by providing temporary supports (e.g., manipulatives, written prompts or cues)

**Person Responsible** Denise Lawrence (denise.lawrence@browardschools.com)

### #3

**Title** Students with Disabilities

**Rationale** Less than 41% of Students with Disabilities (SWD) are proficient.

**State the measurable outcome the school plans to achieve**

By June 2020, 45% of SWD will demonstrate proficiency in Math.

**Person responsible for monitoring outcome**

Pastora Glenn (pastora.glenn@browardschools.com)

**Evidence-based Strategy**

The ESE teacher will implement targeted interventions to meet students' Individual Education Plans (IEP) and general education teachers will scaffold grade level curriculum during small group instruction.

**Rationale for Evidence-based Strategy**

The strategies will be used to help close academic gaps, while meeting students where they are.

### Action Step

**Description**

1. ESE teacher will push-in/pull out students to implement their IEP.
2. General Education teachers will implement small group instruction.
3. Leadership Team will collect and analyze data to identify areas of weakness and strength.
4. SWD will receive additional academic support using the push in model.
- 5.

**Person Responsible**

Sebrina Marshall (sebrina.marshall@browardschools.com)

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

N/A

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.



**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Endeavour Primary Learning Center (EPLC) will make use of multiple modalities to communicate and engage our parents in educational process. Utilizing the school's website, twitter page, parent-links and traditional flyers, parents and stakeholders will be contacted for all school events.

We will conduct a recruitment at the annual public meeting whereby parents will be invited and encouraged to become active members of the School Advisory Council (SAC), School Advisory Forum (SAF), and Parent Teacher Association (PTA) and active Volunteers for our classrooms. Parents are encouraged to provide input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by parents, staff, and students. Results will be analyzed to evaluate the effectiveness of the school's parent involvement program.

**PFEP Link**

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

**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.**

We have created a School-wide Positive Behavior Plan which includes components focused on Social Emotion Learning (SEL) Standards. This plan is reviewed with each grade level during the first week of the school year and is highlighted quarterly. We have 3 Focus goals: Goal 1: Develop self-awareness and self-management skills to achieve school and life success; Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships; and Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

In addition, our school has incorporated weekly guidance classroom lessons, Astro-Pals mentoring program, Listener Program, Start with Hello. Program, and LEAP. We also provide school-wide assemblies such as Thumbbody, Humanity Project, and NED - Kindness Adventure.

We also have a Social Worker present at our school, at least 3 days weekly to assist families and address attendance issues.

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

Endeavour Primary Learning Center (EPLC) coordinates with another elementary school, Royal Palm Elementary, to assist both students and families with the transition to upper elementary. We invite Royal Palm Elementary over to present to our parents' an overview of the school policies/programs.

EPLC also hosts a Kindergarten Round-Up in the Spring, to provide a tour and informational session for parents of incoming kindergarten students.

**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.**

At the beginning of the year, all students are given a diagnostic assessment to identify areas of strengths and weakness. Then teachers receive materials to meet the diverse needs of their learners during instructional blocks.

District-based materials, as well as supplemental resources are inventoried on an excel spreadsheet and maintained by the Instructional Coaches. Through bi-quarterly data chats, with administration, teachers

and coaches, decisions are made to continue with or change materials as needed to best meet students' needs.

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

Our school engages in different activities to expose students to college and career awareness, such as yearly, Career Day and Hour of Code. Our student clubs include Recycle Rangers, Astro-Pal student Mentors, Tech Club (Media/Morning Broadcast Program), and Safety Patrol.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: ELA- Proficiency				\$166,445.50
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	3301 - Endeavour Primary Learning Center	UniSIG		\$1,800.50
			Notes: ELO Stipends Session 1: Provide stipends to 5 teachers to teach ELA/MATH Extended Learning Opportunity Camps for 12 days for 1 hour a day. This camp will provide remediation and enrichment to small groups of students. Instruction and materials will be selected based on data. Our student groups will be built homogeneously to best differentiate instruction. All these strategies will help us achieve our goal of increasing our number of proficient students. Camp Session1: 10/7/19, 10/8/19, 10/14/19, 10/15/19 10/21/19, 10/22/19, 10/28/19, 10/29/19, 11/4/19 11/5/19 11/12/19 11/18/19			
	5100	210-Retirement	3301 - Endeavour Primary Learning Center	UniSIG		\$1,032.00
			Notes: Fringe: Retirement @ 8.26% for 1 Paraprofessional			
	5100	240-Workers Compensation	3301 - Endeavour Primary Learning Center	UniSIG		\$33.00
			Notes: Fringe: Worker's Compensation @1.82% for Stipend ELO Session 1			
	5100	250-Unemployment Compensation	3301 - Endeavour Primary Learning Center	UniSIG		\$1.00
			Notes: Fringe: Unemployment @ 0.05% for Stipend ELO Session 1			
	5100	120-Classroom Teachers	3301 - Endeavour Primary Learning Center	UniSIG		\$1,350.00
			Notes: ELO Stipends Session 2: Provide stipends to 5 teachers to teach ELA/MATH Extended Learning Opportunity Camps for 9 days for 1 hour a day. This camp will provide remediation and enrichment to small groups of students. Instruction and materials will be selected based on data. Our student groups will be built homogeneously to best differentiate instruction. All these strategies will help us achieve our goal of increasing our number of proficient students. Camp Session 2 -1/27/20, 1/28/20, 2/3/20, 2/4/20, 2/10/20, 2/11/20 2/18/20, 2/24/20, 2/25/20			
	5100	120-Classroom Teachers	3301 - Endeavour Primary Learning Center	UniSIG		\$3,000.00
			Notes: ELO Stipends Session 3: Provide stipends to 10 teachers to teach 2nd and 3rd Grade ELA/MATH Extended Learning Opportunity Camps for 10 days for 1 hour a day. This camp will provide remediation and enrichment to small groups of students. Instruction and materials will be selected based on data. Our student groups will be built homogeneously to best differentiate instruction. All these strategies will help us achieve our goal of increasing our number of proficient students.. *** Camp Session 3 -3/30/20, 3/31/20, 4/6/20, 4/7/20, 4/13/20, 4/14/20, 4/20/20, 4/21/20, 4/27/20, 4/28/20"			

5100	220-Social Security	3301 - Endeavour Primary Learning Center	UniSIG		\$104.00
Notes: Fringe: Social Security @ 7.65% for ELO Session 2					
5100	220-Social Security	3301 - Endeavour Primary Learning Center	UniSIG		\$230.00
Notes: Fringe: Social Security @ 7.65% for ELO Session 3					
5100	240-Workers Compensation	3301 - Endeavour Primary Learning Center	UniSIG		\$25.00
Notes: Fringe: Worker's Compensation @1.82% for Stipend ELO Session 2					
5100	240-Workers Compensation	3301 - Endeavour Primary Learning Center	UniSIG		\$55.00
Notes: Fringe: Worker's Compensation @1.82% for Stipend ELO Session 3					
5100	250-Unemployment Compensation	3301 - Endeavour Primary Learning Center	UniSIG		\$1.00
Notes: Fringe: Unemployment @ 0.05% for Stipend ELO Session 2					
5100	250-Unemployment Compensation	3301 - Endeavour Primary Learning Center	UniSIG		\$2.00
Notes: Fringe: Unemployment @ 0.05% for Stipend ELO Session 3					
5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$2,700.00
Notes: Scholastic Literacy Classroom Magazine will be utilized as a curriculum resource for small group reading instruction in all K-3 classrooms. Leveled readers will provide differentiation and additional exposure to master the Literacy standards. Teachers will utilize resources as a component of Balanced Literacy					
5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$450.00
Notes: Fountas/Phonic Lessons for K-1 - Resource focuses on phonics, spelling, and word study lessons, the teacher presents short, explicit instruction to help children learn about and efficiently use sounds, letters, and words.					
5100	644-Computer Hardware Non-Capitalized	3301 - Endeavour Primary Learning Center	UniSIG		\$8,625.00
Notes: Purchase 18 LCD Projectors. Projectors will be utilized to provide students with a multi-sensory instructional approach crucial to provide instruction a the concrete-sequential level in Reading and Math. This practice will reach a variety of different learners (audio, kinesthetic, and visual) and increase student engagement. Hardware will be utilized in PreK-3rd grade.					
5100	644-Computer Hardware Non-Capitalized	3301 - Endeavour Primary Learning Center	UniSIG		\$9,360.00
Notes: Purchase 18 Elmo Document Cameras. Projectors will be utilized to provide students with a multi-sensory instructional approach crucial to provide instruction a the concrete-sequential level in Reading and Math. This practice will reach a variety of different learners (audio, kinesthetic, and visual) and increase student engagement. Hardware will be utilized in PreK-3rd grade.					
5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$22,000.00
Notes: Lakeshore Learning - Purchase center materials form K-3 grade classrooms. Curriculum materials will be utilized to create differentiated literacy and math centers. This will be a positive impact our goal of students mastering the standards. Allocation of \$500 for reading resources and \$500 for math resources for 22 teachers in PreK-3rd grade					

	5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$6,900.00
			<i>Notes: Florida Practice Coach, Florida Performance Coach, and Florida Supplement Coach for ELA/MATH will be utilized as a teacher resource to reteach Florida standards. Resources will be utilized during small group instruction to increase reading fluency and reading comprehension skills.</i>			
	5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$17,800.00
			<i>Notes: Scholastic - Classroom Library Leveled Text. Each teacher in PreK - 3rd grade will receive a set of 24 books focusing on a Culturally Responsive classroom, specifically addressing social-emotional needs of students. Each teacher in PreK - 3rd grade will be receiving 100 books. The books will be utilized for independent reading and modeling shared reading. The goal is to increase listening comprehension, fluency, and reading comprehension.</i>			
	5100	369-Technology-Related Rentals	3301 - Endeavour Primary Learning Center	UniSIG		\$958.00
			<i>Notes: Vocabulary/SpellingCity Site licenses to provide supplemental instructional support to students in Grade K-3. Students will be exposed to academic games that focus of the foundations of reading. The goal is to increase vocabulary retention and reading comprehension. These activities will be utilized during center times to reinforce small group reading lessons.</i>			
	5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$534.00
			<i>Notes: iReady LAFS and MAFS toolkit for 2nd and 3rd grade teachers. The teacher resources provides quick supplemental lessons aligned to the standards for small group instruction. The lessons are a double dose for the teacher to address areas of student deficiencies.</i>			
	6400	140-Substitute Teachers	3301 - Endeavour Primary Learning Center	UniSIG		\$10,633.00
			<i>Notes: Daily substitute to provide classroom support facilitating small groups and instruction to students. Teacher will provide curriculum resource that will be utilized for instruction based on the student needs to master the standards.</i>			
	6400	240-Workers Compensation	3301 - Endeavour Primary Learning Center	UniSIG		\$192.00
			<i>Notes: Worker's Compensation Stipend for Substitute teachers</i>			
	6400	250-Unemployment Compensation	3301 - Endeavour Primary Learning Center	UniSIG		\$6.00
			<i>Notes: Unemployment Stipend for Substitute teachers</i>			
	5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$540.00
			<i>Notes: Supplies - Xerox paper to utilize for copying student resource packets (20) cases at \$27.00.</i>			
	5100	369-Technology-Related Rentals	3301 - Endeavour Primary Learning Center	UniSIG		\$8,400.00
			<i>Notes: Achieve 3000 - Teacher resource to provide high rich non-fictional text to 2nd and 3rd grade students. Teachers differentiate lessons and adjust text to match student's current BAS/Lexile levels. The leveled ext exposes students to the standards to increase reading fluency and comprehension .</i>			
	6400	310-Professional and Technical Services	3301 - Endeavour Primary Learning Center	UniSIG		\$5,400.00
			<i>Notes: Achieve 3000 Professional Development for teachers and Leadership Team.</i>			

	5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$10,000.00
			<i>Notes: Lakeshore Learning - Purchase center materials form K-3 grade classrooms. Curriculum materials will be utilized to create differentiated literacy and math centers. This will be a positive impact our goal of students mastering the standards.</i>			
	5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$3,138.00
			<i>Notes: Student supplies (600) composition notebooks for journaling and (600) primary composition notebooks for journaling. (20 )Post-it notes will be utilized to identify evidences/ answers in text and labeling by students. (10) Post-it charts will be utilized to assist students with utilizing graphic organizers.</i>			
	5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$2,210.00
			<i>Notes: LAFS Student workbooks - supplemental resource to provide students additional exposure of the literacy standards for 2nd and 3rd grade students.</i>			
	5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$12,200.00
			<i>Notes: Leveled Literacy intervention (LLI) (1) Orange, Blue, and Red kit for teacher classroom resources to be utilized with struggling readers to increase fluency and comprehension.</i>			
	5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$396.00
			<i>Notes: BAS Student benchmark folders- utilized to track student progress with their benchmark reading assessments</i>			
	5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$568.00
			<i>Notes: Fountas and Pinnel Prompting Guide - Part 2 contains precise language to use when teaching, prompting for, and reinforcing effective strategic actions in reading and writing. Classroom teachers, reading specialists, literacy teachers, and literacy coaches can use the flip chart as a ready reference while working with students in several instructional setting and contexts.</i>			
	5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$1,161.00
			<i>Notes: Words Their Way - Teacher resources needed to teach phonological awareness, alphabet knowledge, initial letter sounds, concepts about print, and concept of word in text.</i>			
	6400	310-Professional and Technical Services	3301 - Endeavour Primary Learning Center	UniSIG		\$8,580.00
			<i>Notes: Vocabulary/Spelling City Professional Development (4) full days @ \$1995 and (2) Virtual hours @ \$299.00</i>			
	6400	220-Social Security	3301 - Endeavour Primary Learning Center	UniSIG		\$810.00
			<i>Notes: Social Security Stipend for Substitute teachers</i>			
	5100	150-Aides	3301 - Endeavour Primary Learning Center	UniSIG	0.71	\$12,490.00
			<i>Notes: One Paraprofessional Salary: 1 Para Professional to support to 3rd grade lowest quartile students.</i>			
	5100	220-Social Security	3301 - Endeavour Primary Learning Center	UniSIG		\$956.00
			<i>Notes: Fringe: Social Security @ 7.65% for 1 Paraprofessional</i>			
	5100	230-Group Insurance	3301 - Endeavour Primary Learning Center	UniSIG		\$8,232.00

			<i>Notes: Fringe: Group Insurance @ \$8232 for 1 Paraprofessional</i>			
	5100	240-Workers Compensation	3301 - Endeavour Primary Learning Center	UniSIG		\$228.00
			<i>Notes: Fringe: Workers Compensation @ 1.82% for 1 Paraprofessional</i>			
	5100	250-Unemployment Compensation	3301 - Endeavour Primary Learning Center	UniSIG		\$7.00
			<i>Notes: Fringe: Unemployment Compensation @ 0.05% for 1 Paraprofessional</i>			
	5100	220-Social Security	3301 - Endeavour Primary Learning Center	UniSIG		\$138.00
			<i>Notes: Fringe: Social Security @ 7.65% for Stipend ELO Session 1</i>			
	5100	510-Supplies	3301 - Endeavour Primary Learning Center	School Improvement Funds		\$2,500.00
			<i>Notes: Student Incentives for academic progress and/or growth.</i>			
	5100	510-Supplies	3301 - Endeavour Primary Learning Center	School Improvement Funds		\$700.00
			<i>Notes: Student Planners/Agendas, used as a communicate tool between home and school to ensure parents are aware of students' academic progress.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Math - Proficiency</b>				<b>\$34,640.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$2,650.00
			<i>Notes: Scholastic Math Leveled readers will be utilized as a curriculum resource for small group math instruction. Leveled readers will provide differentiation and additional exposure to master the math standards.</i>			
	5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$11,200.00
			<i>Notes: Acaletics-Math to provide supplemental instruction to support students in Grades 2-3, through the implementation of high quality instructional materials and progress monitoring.</i>			
	5100	369-Technology-Related Rentals	3301 - Endeavour Primary Learning Center	UniSIG		\$11,200.00
			<i>Notes: iReady-Reading and Math site licenses to provide supplemental instructional support to students in Grade 2-3 through the implementation of high quality materials and progress monitoring.</i>			
	5100	369-Technology-Related Rentals	3301 - Endeavour Primary Learning Center	UniSIG		\$4,900.00
			<i>Notes: Renaissance Learning-Reading Site licenses to provide supplemental instructional support to students in Grade 2-3. The resource provide teachers the opportunity to monitor student comprehension, provide three yearly checkpoints to determine growth, and identifies students zone of proximal development levels.</i>			
	5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$780.00
			<i>Notes: Scholastic Classroom Magazine (Dynamath) will be utilized as a curriculum resource for small group math instruction in all 3rd grade classrooms. Text will provide differentiation and additional exposure to master the math standards. Teachers will utilize the resources as a component of the 5-E Model.</i>			

	5100	519-Technology-Related Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$1,700.00
			Notes: Student will utilize headphones to utilize the supplemental research-based online programs. (80) Califone Headphones, (80) Hamilton Headphones, and (10) Stereo Male to Stereo female plugs.			
	5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$2,210.00
			Notes: MAFS Student workbooks - supplemental resource to provide students additional exposure of the math standards for 2nd and 3rd grade students.			
3	III.A.	Areas of Focus: Students with Disabilities				\$0.00
					Total:	\$201,085.50