

Broward County Public Schools

Endeavour Primary Learning Center



2020-21 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: 1/18/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-3
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (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
School Grades History	2018-19: D (34%) 2017-18: C (43%) 2016-17: C (42%) 2015-16: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	IMPLEMENTING
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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.

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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Endeavour Primary Learning Center

2600 NW 58TH TER, Lauderhill, FL 33313

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-3	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Lawrence, Denise	Principal	<p>Provide instructional leadership for all educational programs at the school; prepare and manage the school's budget provide opportunities for Professional Development, analyze assessment data, provide ongoing feedback, adjusting areas of concerns based on student data.</p> <p>Provide on-going coaching to Instructional Staff, with specific feedback and follow-up.</p> <p>Implement and monitor an instructional framework that aligns curriculum with state standards and effective instructional practices.</p> <p>Recruit, retain, develop and evaluate an effective and diverse faculty and staff.</p> <p>Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</p>
Dukes, Marisa	Assistant Principal	<p>Provide instructional leadership, in collaboration with the Principal, for all educational programs at the school. Monitor curriculum instruction, analyze assessment data, provide ongoing feedback, and address student disciplinary concerns. Analyze student data to better identify Professional Learning Opportunities.</p> <p>Provide on-going coaching to Instructional Staff, with specific feedback and follow-up.</p> <p>Collaborate to implement and monitor an instructional framework that aligns curriculum with state standards and effective instructional practices.</p> <p>Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff. Assist in managing the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment</p>
Steadman, Joleen	Instructional Coach	<p>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.</p> <p>Facilitate Professional Learning based on student data and teacher's needs to help achieve academic goals.</p> <p>Work with the school's Leadership Team in planning and implementing the basic skills remediation program as determined by the Florida State Assessment.</p> <p>Provide individual diagnostic testing to enable better prescriptive approaches for classroom instruction.</p>

Demographic Information

Principal start date

Wednesday 1/18/2012, Shinita Coachman Beavers

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

30

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-3
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (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
School Grades History	2018-19: D (34%) 2017-18: C (43%) 2016-17: C (42%) 2015-16: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	IMPLEMENTING
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	75	96	93	84	0	0	0	0	0	0	0	0	0	348
Attendance below 90 percent	21	24	14	21	0	0	0	0	0	0	0	0	0	80
One or more suspensions	4	4	1	7	0	0	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	41	0	0	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide Math assessment	0	0	0	41	0	0	0	0	0	0	0	0	0	41

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	1	1	3	0	0	0	0	0	0	0	0	0	6

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	1	0	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 6/9/2020

Prior Year - As Reported**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	
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

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	
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

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	0 (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.

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							

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
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.

ESSA Federal Index	
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%

Subgroup Data	
Students With Disabilities	
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%	2

English Language Learners	
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%	0
Native American Students	
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0

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.

FSA Data from 2018-19 was: ELA 32% proficient and Math 36%.

Data used to progress monitor for 2019-20 school year include: (see below)

iReady Checkpoint 2 results indicated Math 18% on level, 65% at Tier 2

Reading: 31% on level, 27% at Tier 2

BSA Data results: Reading 26% on track, 8% approaching

A contributing factor is students are substantially below grade level and instruction needs to be tailored more to their individual needs, with more modeling, guided practice and then independent practice.

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

Data used to progress monitor 2019-20:

Based on the data used, iReady Checkpoint 2 Only, the greatest decline was for Math, with only 18% showing on track compared to last year's FSA data with 36% overall being proficient.

A factor for this decline, students are very deficient in foundational skills and teachers are spending too much time on a skill/concept instead of scaffolding instruction more and then providing multiple opportunities for exposure.

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 used to progress monitor was in house (iReady) and not compared to the state's average. State assessment was not administered due to school closures.

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

Data used to progress monitor 2019-20:

BSA Math data showed 45% on track, 10% approaching.

An action taken was to restructure the Math Block, to provide more time and guided instruction for students. Additionally, more small group instruction was implemented with the assistance of additionally support staff in the classrooms, paraprofessionals and instructional coaches.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The number of students below 90% attendance.

The number of Third Grade Students making a level 1 of the FSA.

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

1. Increase Literacy Proficiency to at least 45%
2. Increase Math Proficiency to at least 50%
3. Teachers taking ownership of compiling, analyzing and interpreting their own student data.
4. Instructional Coach providing overview of upcoming standards and modeling effective instructional practices.
5. Administration progress monitoring daily lessons in alignment to Instructional Focus.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: 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.

Measurable Outcome: 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 13% as measured by FSA English Language Arts state assessment.

Person responsible for monitoring outcome: Joleen Steadman (joleen.steadman@browardschools.com)

Evidence-based Strategy: The instructional staff will participate in literacy training (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.

Rationale for Evidence-based Strategy: 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 Steps to Implement

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

Person Responsible: Joleen Steadman (joleen.steadman@browardschools.com)

Leadership team will collect and analyze student achievement data to identify areas of weakness.

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

Based on areas of weakness, (determined by analyzing student achievement data) Literacy Coach and administration will collaborate with teachers to identify and implement researched based reading strategies and interventions needed to address areas of weakness while continuing to develop strengths.

Person Responsible: Marisa Dukes (marisa.dukes@browardschools.com)

Administration will produce additional appropriate resources (if necessary) through district resources, school budget resources, and partnerships.

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

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.

Person Responsible: Joleen Steadman (joleen.steadman@browardschools.com)

SWD students will receive additional support in the area of reading.

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

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

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

#2. Instructional Practice specifically relating to Math

Area of Focus	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
Description and Rationale:	
Measurable Outcome:	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.
Person responsible for monitoring outcome:	Marisa Dukes (marisa.dukes@browardschools.com)
Evidence-based Strategy:	Explicit Instruction involves teaching a specific concept or procedure in a highly structured and carefully sequenced manner.
Rationale for Evidence-based Strategy:	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.

Action Steps to Implement

Focused instruction to include: clearly identify skill/concept to be learned, making connection with prior knowledge, modeling, and allowing opportunity for guided practice.

Person Responsible Marisa Dukes (marisa.dukes@browardschools.com)

Guided practice to include: student verbalizing what strategy is being used to solve, teacher providing feedback and clarifying misconceptions on the spot.

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

Teacher models lessons that build upon one another going from simple to more complex by scaffolding instruction and using manipulatives to meet diverse learner needs.

Person Responsible Marisa Dukes (marisa.dukes@browardschools.com)

Teacher breaks complex skills into smaller, more manageable chunks, a method also known as task analysis

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

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus****Description and Rationale:**

Less than 41% of Students With Disabilities (SWD) are proficient in math.

Measurable Outcome:

By June 2021, 45% of SWD will demonstrate proficiency in math.

Person responsible for monitoring outcome:

Denise Lawrence (denise.lawrence@browardschools.com)

Evidence-based Strategy:

ESE teacher will implement targeted interventions to meet the students' Individual Education Plan (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 the academic gaps, while meeting the students at their present level of performance.

Action Steps to Implement

ESE teacher will push in/pull-out with students to implement their IEP's.

Person Responsible

Marisa Dukes (marisa.dukes@browardschools.com)

General Education teacher will implement small group instruction.

Person Responsible

Joleen Steadman (joleen.steadman@browardschools.com)

Leadership Team will collect and analyze data to identify areas of strength and weaknesses.

Person Responsible

Denise Lawrence (denise.lawrence@browardschools.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

1. The school will increase attendance by increasing communication with parents about the importance of students attending school. The Social Worker and Community Liaison will actively engage parents with a variety of parent outreach strategies to help improve student attendance. When students are absent the district's protocols will be implemented to help re-engage students.

2. Based on the data, the school's leadership team will provide additional instructional support to our 3rd grade students, with paraprofessionals assigned to each class. The additional support in the classroom will allow students to be targeted with intervention in small group settings throughout the day.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Endeavour Primary Learning Center (EPLC) will make use of multiple modalities to communicate and engage our parents in the 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 and changes will be made to improve those areas of concern.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$106,580.25
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	3301 - Endeavour Primary Learning Center	UniSIG	2.0	\$37,260.00
			Notes: ***Hire two Paraprofessionals: Para Professional to support to 3rd grade lowest quartile students. (One position requested to rollover and the additional position will start September 1, 2020)			
	5100	210-Retirement	3301 - Endeavour Primary Learning Center	UniSIG		\$3,600.00
			Notes: Fringe: Retirement: 2 Paras			
	5100	230-Group Insurance	3301 - Endeavour Primary Learning Center	UniSIG		\$16,590.00
			Notes: Fringe: Health Insurance: 2 Paras			
	5100	240-Workers Compensation	3301 - Endeavour Primary Learning Center	UniSIG		\$1,052.00
			Notes: Fringe: Worker's compensation: 2 Paras, ELO Stipends			

	5100	250-Unemployment Compensation	3301 - Endeavour Primary Learning Center	UniSIG		\$30.00
			<i>Notes: Fringe: Unemployment: 2 Paras, ELO Stipends</i>			
	5100	120-Classroom Teachers	3301 - Endeavour Primary Learning Center	UniSIG		\$6,900.00
			<i>Notes: Provide stipends for 2nd and 3rd Grade ELA/MATH Extended Learning Opportunity Camps. The 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. ELO camps will be held between October 2020 and April 2021. Teachers will work to increase standards proficiency in ELA and Math. Stipends will be \$30 per hour. - ELO Camp Session 1: 5 teachers x 13 hours x \$30 stipend = \$1,950 - ELO Camp Session 2: 5 teachers x 13 hours x \$30 stipend = \$1,950 - ELO Camp Session 3: 10 teachers x 10 hours x \$30 stipend = \$3,000 - Total ELO Camp Request: \$1,950 + \$1,950 + \$3,000 = \$6,900</i>			
	6400	130-Other Certified Instructional Personnel	3301 - Endeavour Primary Learning Center	UniSIG		\$1,920.00
			<i>Notes: Professional Development stipends to pay three District trainers to provide sixteen hours of in-house professional learning opportunities for teachers in ELA and Math standards-based instruction. The professional development will be offered either after school, on Saturdays or during the summer. Stipend will be paid at \$40 per hour. - Total Facilitator PD request: 16 hours x 3 trainers x \$40/hour = \$1,920</i>			
	6400	250-Unemployment Compensation	3301 - Endeavour Primary Learning Center	UniSIG		\$10.00
			<i>Notes: Unemployment Compensation: PD Stipends for Facilitators, Teachers, Substitutes</i>			
	6400	240-Workers Compensation	3301 - Endeavour Primary Learning Center	UniSIG		\$255.00
			<i>Notes: Workers Compensation: PD Stipends for Facilitators, Teachers, Substitutes</i>			
	6400	220-Social Security	3301 - Endeavour Primary Learning Center	UniSIG		\$910.00
			<i>Notes: Social Security: PD Stipends for Facilitators, Teachers, Substitutes</i>			
	6400	120-Classroom Teachers	3301 - Endeavour Primary Learning Center	UniSIG		\$6,000.00
			<i>Notes: Provide stipends to teachers to engage in ongoing professional development centered around standards in math, ELA, and science. Additional professional development in data usage and progress monitoring as well as classroom culture/environment will be provided. The PD will take place during 2020-2021 school year, either after school, on Saturdays and/or during pre-planning week. Allocating 10 hours of PD per teacher at \$30/hour for 20 teachers. - Total PD Request: 20 teachers x 10 hours x \$30 stipend = \$6,000</i>			
	5100	369-Technology-Related Rentals	3301 - Endeavour Primary Learning Center	UniSIG		\$5,000.00
			<i>Notes: Renaissance Learning-Reading Site licenses to provide supplemental instructional support to students in Grade K-3. The resource will provide teachers with the opportunity to monitor student comprehension, provide three yearly checkpoints to determine growth, and identifies students zone of proximal development levels. License term date cannot extend pass August 31, 2021.</i>			
	5100	369-Technology-Related Rentals	3301 - Endeavour Primary Learning Center	UniSIG		\$3,330.00
			<i>Notes: RAZ K-5 and Writing A-Z site licenses will provide a supplemental online program for students in grades 2-3 that focuses on increasing reading comprehension/fluency skills and increasing writing and grammar skills. Students are using leveled text. License term date cannot extend pass August 31, 2021.</i>			
	5100	369-Technology-Related Rentals	3301 - Endeavour Primary Learning Center	UniSIG		\$5,500.00

			Notes: Nearpod Site License for use by students in all grades. Nearpod is an online interactive program including teacher lessons with which students complete assignments and assessments independently in live Canvas session. License term date cannot extend pass August 31, 2021.			
	5100	369-Technology-Related Rentals	3301 - Endeavour Primary Learning Center	UniSIG		\$5,200.00
			Notes: Waterford Site License - Waterford Reading Academy Single Student License Reading sequence, Math & Science sequence, OR SmartStart sequence, with Curriculet, WACS, Mobile Mentor. Waterford Site License - Waterford Reading Academy Single Student License Reading sequence, Math & Science sequence, OR SmartStart sequence, with Curriculet, WACS, Mobile Mentor. Will be used by students in the grades PK-3. Waterford is an early learning online program that provides practice beginning at three years old with foundational literacy, math and science skills. For grades PK-3. License term date cannot extend pass August 31, 2021.			
	5100	220-Social Security	3301 - Endeavour Primary Learning Center	UniSIG		\$3,743.25
			Notes: Fringe: Social Security: 2 Paras, ELO Stipends			
	6400	310-Professional and Technical Services	3301 - Endeavour Primary Learning Center	UniSIG		\$550.00
			Notes: Waterford Professional Services: Virtual professional learning or consulting session to train teachers on the use of Waterford site license. PD sessions shall not exceed \$3,000/day.			
	6400	210-Retirement	3301 - Endeavour Primary Learning Center	UniSIG		\$325.00
			Notes: Fringe Retirement: Substitutes			
	5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$3,200.00
			Notes: Purchase book bundles (set of 10 books) from Scholastic Education for students in Grade 3 to support the development of balanced literacy libraries and create a home to school connection during e-learning. My Books Bundles includes Journals and Think Sheets that invite kids to express ideas, think about and rate the books they've read, and share books with peers and family members. The teacher can elect to distribute the books in a variety of ways—in packs or via student self-selection. These bundles will be used to ensure that developing/intermediate readers in Grades 3 have access to books and support to guide their reading development in the home. Each Book Bundle pack - fiction, informational, and/or specialty titles (including STEM and others) - includes: - For each book: a corresponding two-sided Think Sheet of book-specific writing activities, comprehension questions, and other text-based response activities - For each student: a Reading Journal for recording text-based responses and for tracking and rating books read - For each student: colored pencils to inspire creativity and imagination in the student journal Book bundles will be distributed from school campus during designated period in the Fall and Spring semesters. - Grade 3: 76 bundles @ \$39.95			
	6400	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$725.00
			Notes: Purchase 30 copies of the Distance Learning Playbook for teachers and administrators. The Distant Learning Playbook is an essential hands-on guide to preparing and delivering distance learning experiences that are truly effective and meaningful. Spanning topics from teacher-student relationships, teacher credibility and clarity, instructional design, assessments, grading, this comprehensive playbook details research-based strategies teachers will need to deliver high-impact learning online and virtual.			
	5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$4,480.00
			Notes: Purchase book sets from Scholastic Education for Grades K-3 to support Social-Emotional Learning. These books engage students by encouraging them to make personal and meaningful connections to the texts they read and the issues in their lives. Will be used to supplement existing classroom libraries for Grades K-3.			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$41,881.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$900.00
			Notes: Supplies - Xerox paper to utilize for copying student resource packets (33) cases at at \$27.00 each.			
	5100	369-Technology-Related Rentals	3301 - Endeavour Primary Learning Center	UniSIG		\$3,295.00
			Notes: Reflex Math Site License - supplemental online reinforcement of Math fluency skills in grades 2-3. License term date cannot extend pass August 31, 2021.			
	5100	369-Technology-Related Rentals	3301 - Endeavour Primary Learning Center	UniSIG		\$1,165.00
			Notes: School City site license - Online student assessment system and progress monitoring tool (K- 1 grade). License term date cannot extend pass August 31, 2021.			
	5100	369-Technology-Related Rentals	3301 - Endeavour Primary Learning Center	UniSIG		\$300.00
			Notes: Starfall Site license - reinforcement of Math, Literacy, and Science skills for all grades. License term date cannot extend pass August 31, 2021.			
	5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$7,206.00
			Notes: School classroom supplies - post it notes, staplers, staples, colored xerox paper, white xerox paper, file folders, binders, sheet protectors, composition notebooks, and construction paper.			
	5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$3,265.00
			Notes: Grow Publications - supplemental curriculum resources fro Math, Reading, and Writing to reinforce state standards			
	5100	644-Computer Hardware Non-Capitalized	3301 - Endeavour Primary Learning Center	UniSIG		\$14,250.00
			Notes: Purchase sixty (60) laptops @ \$237.50 each to be used by students for classroom teaching enhancement. For grades 2-3 for educational apps in reading, math, and science. Current District policy is one laptop for every 2.5 students; purchase of these additional laptops will move the school closer to 1:1 student/laptop ratio.			
	6400	140-Substitute Teachers	3301 - Endeavour Primary Learning Center	UniSIG		\$3,500.00
			Notes: 30 Substitute days to provide coverage to classes for teachers in grades PK-3 to engage in professional development on or off campus. The substitutes will be paid \$15.49/ hour which is the district critical substitute rate for high need schools. The number of substitutes will vary based on availability of substitutes that day but will not exceed more than 3 substitutes per day. - Total Substitute Request: 30 days x 7.5 hours x \$15.49/hour = \$3,485.25			
	5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$8,000.00
			Notes: Lakeshore Learning - curriculum resources for classroom centers, leveled texts, science and math kits, vocabulary and comprehension cards.			
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
					Total:	\$148,461.25