

Broward County Public Schools

# Endeavour Primary Learning Center



## 2021-22 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Positive Culture &amp; Environment</b>	<b>21</b>
<b>Budget to Support Goals</b>	<b>22</b>

## 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: 1/12/2012

<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>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 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%)
<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>	
* 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.

## Table of Contents

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>22</b>

## 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-3	Yes	88%
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	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

### 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<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	Position 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. 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	Reading 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

Thursday 1/12/2012, 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**

28

**Total number of students enrolled at the school**

323

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

5

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

7

### Demographic Data

## Early Warning Systems

### 2021-22

**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	88	79	92	76	0	0	0	0	0	0	0	0	0	335
Attendance below 90 percent	57	38	44	46	0	0	0	0	0	0	0	0	0	185
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	1	12	12	0	0	0	0	0	0	0	0	0	25

**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	0	1	5	10	0	0	0	0	0	0	0	0	0	16

**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	0	1	0	0	0	0	0	0	0	0	0	1

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

Wednesday 6/30/2021

## 2020-21 - 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	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

## 2020-21 - 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	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	

## Part II: Needs Assessment/Analysis

### School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				32%	59%	57%	39%	56%	56%
ELA Learning Gains					60%	58%		57%	55%
ELA Lowest 25th Percentile					54%	53%		51%	48%
Math Achievement				36%	65%	63%	46%	62%	62%
Math Learning Gains					66%	62%		60%	59%
Math Lowest 25th Percentile					53%	51%		47%	47%
Science Achievement					46%	53%		49%	55%

### Grade Level Data Review - State Assessments

**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	2021					
	2019	32%	60%	-28%	58%	-26%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	36%	65%	-29%	62%	-26%
Cohort Comparison						

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

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady was used school-wide for ELA and Math.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	79/83.5%	65/82.3%	69/87.3%
	Economically Disadvantaged	60/25%	59/23.7%	63/88.7%
	Students With Disabilities	7/14.3%	7/0%	8/12.5%
	English Language Learners	12/41.7%	12/33.3%	12/25%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	65/24.6	61/18%	66/27.3
	Economically Disadvantaged	59/23.7%	55/20%	60/28.3%
	Students With Disabilities	7/0%	6/0%	8/0%
	English Language Learners	12/16.7%	11/18.2%	12/16.7%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	70/30%	77/15.6%	76/26.3%
	Economically Disadvantaged	64/32.8%	70/15.7%	69/27.5%
	Students With Disabilities	12/16.7%	12/0%	13/7.7%
	English Language Learners	11/18.2%	14/0%	12/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	71/8.5%	76/10.5%	75/20%
	Economically Disadvantaged	66/9.1%	69/11.6%	68/19.1%
	Students With Disabilities	13/15.4%	13/0%	14/7.1%
	English Language Learners	12/16.7%	14/7.1%	12/16.7%
Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	62/24.2%	66/28.8%	70/38.6%
	Economically Disadvantaged	55/23.6%	59/25.4%	63/39.7%
	Students With Disabilities	14/7.1%	15/13.3%	17/5.9%
	English Language Learners	9/0%	9/11.1%	10/20%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	62/14.5%	65/10.8%	67/23.9%
	Economically Disadvantaged	55/12.7%	58/8.6%	60/21.7%
	Students With Disabilities	14/7.1%	15/6.7%	14/14.3%
	English Language Learners	9/0%	10/0%	9/0%

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
ELL	42			31							
BLK	20			14							
FRL	20			16							

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							

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	26
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	77
Total Components for the Federal Index	3
Percent Tested	86%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
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	27
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

The number of students demonstrating proficiency, based on iReady in 2020-21, across grade levels is low, for both ELA & Math.

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%.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Both ELA & Math show a great need for improvement.

iReady 2020-21-less than half of the students in each grade were proficient in Math & ELA. 2019-20 FSA -ELA=32% and Math was 36%

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

For the previous school year, Virtual Learning was a huge factor in the decline of student proficiency. Students have returned to face-to-face instruction. Teachers are implementing Interventions across the grade level each day for a specific amount of time. Additionally, we will have an Interventionist to work with the Tier 3 students with a deliberate curriculum to improve academic proficiency.

Also 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.

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

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on iReady data during the 2020-21 school year, ELA showed the most improvement across all grade-levels.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

More students returned to in-person learning in January 2021. Teachers were able to implement more intentionally instruction and students were able to engage in a more authenticated manner. Teachers were implementing more small group instruction and providing more modeling before releasing students to work on their own.

#### What strategies will need to be implemented in order to accelerate learning?

Targeted intervention with frequent progress monitoring to make decisions for increasing intensity or moving student up to next level.

Small group instruction, with teacher modeling and guiding before releasing students to work independently.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Reading Horizons  
Word Study  
LLI Refresher  
iReady Training  
Math Training

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Monthly Instructional Focus Calendars aligned to standards  
Continuous Progress Monitoring  
On-Going Professional Learning  
Intervention Block in Daily Schedule

### **Part III: Planning for Improvement**

**Areas of Focus:**



**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus</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>Description and Rationale:</b>	Teachers will begin with creating lesson plans that are standards-aligned. Teacher-led whole group and small group will address grade level standards, independent student work will task students to complete activities on grade level, students will be assigned grade level standards in their teacher assigned iReady folder and will complete their diagnostic paths to reinforce the foundation skills in their iReady Learning Path folder.
<b>Measurable Outcome:</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 to at least 40% as measured by FSA English Language Arts state assessment.
<b>Monitoring:</b>	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.
<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 (Benchmark Advance, 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. Teachers will begin with creating lesson plans that are standards-aligned. Teacher-led whole group and small group will address grade level standards, independent student work will task students to complete activities on grade level, students will be assigned grade level standards in their teacher assigned iReady folder and will complete their diagnostic paths to reinforce the foundation skills in their iReady Learning Path folder..
<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 four 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.

**Action Steps to Implement**

1. Instructional staff will attend district Literacy trainings to improve their teaching practice during the ELA block.

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

Teachers will implement interactive read aloud and small group guided reading and interventions during their ELA block differentiating instruction to meet the needs of learners.

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

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

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

Based on areas of weakness,(determined by analyzing 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.

**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.

**Person Responsible** Denise Lawrence (denise.lawrence@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 Camps for Reading.

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

**#2. Instructional Practice specifically relating to Math**

<b>Area of Focus</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>Description and Rationale:</b>	
<b>Measurable Outcome:</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 to at least 50% as measured by the FSA Math Achievement Test.
<b>Monitoring:</b>	Schoolcity Checkpoints and iReady Diagnostics will be used to monitor student outcome
<b>Person responsible for monitoring outcome:</b>	Denise Lawrence (denise.lawrence@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.

**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** Marisa Dukes (marisa.dukes@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** Marisa Dukes (marisa.dukes@browardschools.com)

**#3. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** Proficiency in both Math and ELA for students with disabilities indicated consecutive years of proficiency below 41%. The progress monitoring data indicated by iReady ELA diagnostic, show that students with disabilities are performing at 7% proficiency and iReady Math diagnostics at 0% proficiency.

**Measurable Outcome:** By June 2022, students with disabilities will increase ELA proficiency by at least 28 points and in Math by at least 41 points as measured by iReady 2022.

**Monitoring:** 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. The district's Exceptional Student Learning Support will be assisting our ESE Specialist and ESE Support Facilitator with monitoring student progress. The team has met and reviewed each student's IEP. Collaboration has been initiated with the classroom teacher to assist with identifying strategies in ELA and Math that will allow students to increase their proficiency levels.

**Person responsible for monitoring outcome:** Denise Lawrence (denise.lawrence@browardschools.com)

**Evidence-based Strategy:** ESE teacher will push in/pull-out with students to implement their IEP's. Teach Like a Champion (TLAC) strategies will be provided to assist teachers beginning with shaping the classroom culture.

**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. Teach Like a Champion (TLAC) strategies will be provided to assist teachers beginning with shaping the classroom culture. Strategy (1) Wait Time - making time productive so that responses are rigorous, Strategy (2) Cold Call - Checking for Understanding, Creating a culture of engaged responsibility, pacing, and Backstopping ratio, and (3) Call and Response - class to answer questions in unison from time to time to build energetic, positive engagement. These strategies will be shared through exemplar videos, modeling and observed by Administration and support staff from Teaching Professional Learning and Growth Dept.

**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)

Teachers will provide rigorous instruction aligned to the ELA and math standards, while also meeting individual needs through explicit small group lessons aligned with IEP goals.

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

Support staff and administration will meet with classroom teachers and support facilitators in student reviews (data chats) to monitor student progress. Progress will be monitored through the use of BAS, iReady, and School City.

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

**#4. Instructional Practice specifically relating to Standards-aligned Instruction****Area of Focus Description and Rationale:****Measurable Outcome:****Monitoring:****Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:****Rationale for Evidence-based Strategy:****Action Steps to Implement***No action steps were entered for this area of focus***Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Endeavour Primary Learning Center reported 0.3 incidents per 100 students. Compared to all elementary schools statewide, it falls into the low category.**

**The school has (1) Property incident involving breaking/entering-burglary. The school does not have a secondary area of concern. The reported incident was not attached to unknown students. The area will continue to be monitored by security staff and school personnel.**

**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.**

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.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

School's Leadership Team to include: Principal, Assistant Principal, Literacy Coach, Guidance Counselor, ESE Specialist.

The team will keep stakeholders informed, provided guidance and/or assistance when needed.

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$113,095.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	369-Technology-Related Rentals	3301 - Endeavour Primary Learning Center	UniSIG		\$5,000.00
			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, 2022.			
	5100	369-Technology-Related Rentals	3301 - Endeavour Primary Learning Center	UniSIG		\$2,700.00
			Notes: School City site license - (K- 3 grade). Purchase software license, including online student assessment system and progress monitoring tool for Illuminate Education (School City) program to support creation of assessments and assist in analyzing student data in grades K-3. License term date cannot extend pass August 31, 2022.			
	5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$8,380.00
			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	120-Classroom Teachers	3301 - Endeavour Primary Learning Center	UniSIG		\$5,940.00
			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 2021 and April 2022. Teachers will work to increase standards proficiency in ELA and Math. Stipends will be paid at hourly rate; \$36/hour will be used for budgeting purposes. There will be approximately 50-100 total students anticipated to attend the ELO camps. The student to teacher ratio for ELO camps will be a minimum of 10:1. If the student to teacher ratio is not met, the number of teachers providing instruction must be reduced to meet that ratio. If there are unspent ELO funds at the end of the school year, the school will extend ELO opportunities into Summer 2022 for current students. - ELO Camp Session 1: 5 teachers x 13 hours x \$36 stipend = \$2,340 - ELO Camp Session 2: 10 teachers x 10 hours x \$36 stipend = \$3,600 - Total ELO Camp Request: \$2,340 + \$3,600 = \$5,940			
	5100	120-Classroom Teachers	3301 - Endeavour Primary Learning Center	UniSIG	1.0	\$58,540.00



			<i>Notes: One (1) Teacher Salary: Hire Teacher/Interventionist to assist with lowest 25th percentile on increasing the reading proficiency of students in small groups to ensure students are receiving differentiated instruction according to data. Position to begin September 1, 2021.</i>			
	5100	210-Retirement	3301 - Endeavour Primary Learning Center	UniSIG	1.0	\$5,875.00
			<i>Notes: Fringe: Retirement: 1 resource teacher</i>			
	5100	220-Social Security	3301 - Endeavour Primary Learning Center	UniSIG	1.0	\$4,500.00
			<i>Notes: Fringe: Social Security: 1 resource teacher</i>			
	5100	230-Group Insurance	3301 - Endeavour Primary Learning Center	UniSIG	1.0	\$8,250.00
			<i>Notes: Fringe: Health Insurance: 1 resource teacher</i>			
	5100	240-Workers Compensation	3301 - Endeavour Primary Learning Center	UniSIG	1.0	\$1,260.00
			<i>Notes: Fringe: Worker's compensation: 1 resource teacher</i>			
	5100	250-Unemployment Compensation	3301 - Endeavour Primary Learning Center	UniSIG	1.0	\$140.00
			<i>Notes: Fringe: Unemployment Compensation: 1 resource teacher</i>			
	5100	220-Social Security	3301 - Endeavour Primary Learning Center	UniSIG		\$460.00
			<i>Notes: Fringe: Social Security: ELO Stipends</i>			
	5100	240-Workers Compensation	3301 - Endeavour Primary Learning Center	UniSIG		\$140.00
			<i>Notes: Fringe: Workers Compensation for ELO Stipends</i>			
	5100	250-Unemployment Compensation	3301 - Endeavour Primary Learning Center	UniSIG		\$20.00
			<i>Notes: Fringe: Unemployment Compensation for ELO Stipends</i>			
	6400	369-Technology-Related Rentals	3301 - Endeavour Primary Learning Center	UniSIG		\$3,740.00
			<i>Notes: Curriculum Associates: Teacher Toolbox Access Reading and Math plus Writing (201-350 Students) Purchase of iReady Teacher Toolbox for teachers to enhance their virtual teaching strategies and for continuous improvement of student proficiency with standards based instruction. Curriculum Associates iReady Toolkit for Grades K-5 teachers (21) to have full access for interventions and to create specific lessons and pathways on a more individualized basis. Teachers will have the access to a more direct pathway for each child. The data gathered from this can and will be used for RtI/MTSS documentation. License term date cannot extend pass August 31, 2022.</i>			
	5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$8,150.00
			<i>Notes: Fountas and Pinnell materials designed to provide remediation and intervention support for students in grades K-2 in ELA as well as support small group instruction. There are 6 classrooms in grades K and 1. - (1) Leveled Literacy Intervention kits (Grade 1) - (1) Leveled Literacy Intervention kits (Grade 2) - (6) Writing Mini Lessons Book (Grade K) - (6) Writing Mini Lessons Book (Grade 1)</i>			
2	III.A.	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$14,220.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$3,500.00
			Notes: Grow Publications - supplemental curriculum resources fro Math, Reading, and Writing to reinforce state standards for grades K-3.			
	6400	130-Other Certified Instructional Personnel	3301 - Endeavour Primary Learning Center	UniSIG		\$1,440.00
			Notes: Professional Development stipends to pay three District trainers to provide twelve 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 or on Saturdays. Stipends will be paid at hourly rate; \$40/hour will be used for budgeting purposes. - Total Facilitator PD request: 12 hours x 3 trainers x \$40/hour = \$1,440			
	6400	220-Social Security	3301 - Endeavour Primary Learning Center	UniSIG		\$1,120.00
			Notes: Social Security: PD Stipends for Facilitators, Teachers			
	6400	240-Workers Compensation	3301 - Endeavour Primary Learning Center	UniSIG		\$350.00
			Notes: Workers Compensation: PD Stipends for Facilitators, Teachers			
	6400	250-Unemployment Compensation	3301 - Endeavour Primary Learning Center	UniSIG		\$40.00
			Notes: Unemployment Compensation: PD Stipends for Facilitators, Teachers			
	5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$7,770.00
			Notes: Purchase instructional materials from Educational Development Associates, Inc. ACALETICS to support mathematics for students, to reinforce math and science concepts, and to reinforce Florida Math Standards by providing a supplement to the core instructional materials. - (80) Grade 2 - CRS Pre/Post Assessment, Quik-Pik (Bks 1-3), Comp. Domain Review (Bk 1-2) - (80) Grade 3 - CRS Pre/Post Assessment, Quik-Pik (Bks 1-4), Comp. Domain Review (Bk 1-2)			
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$35,135.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	120-Classroom Teachers	3301 - Endeavour Primary Learning Center	UniSIG		\$14,400.00
			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 2021-2022 school year, either after school, and/or on Saturdays. Allocating 20 hours of PD per teacher for 20 teachers. Stipends will be paid at hourly rate; \$36/hour will be used for budgeting purposes. - Total PD Request: 20 teachers x 20 hours x \$36 stipend = \$14,400			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	3301 - Endeavour Primary Learning Center	UniSIG		\$15,225.00
			Notes: "Purchase Promethean boards to be used for instructional presentations in grades 2 and 3. Students and teachers will utilize the devices to enhance high quality instruction, improving teaching and learning. There 4 classrooms each in grades 2 and 3. The allocation for technology provided by the District was used to purchase technological devices to enhance curriculum delivery for teachers but not enough for each teacher/classroom to have equitable access and equipment. The UniSIG funds will be used to supplement the acquisition of additional technological enhancements for students to support teachers as they infuse technology into their daily student instruction. The boards allow for technology integration in order to improve the learning experience and reach a variety of learning modalities as the district is now offering 100% eLearning, hybrid, and face-to-face options for students. Research has repeatedly demonstrated that students learn better when they are			



			<i>fully engaged, and that multi-sensory, and on learning is the best way to engage them. The boards will facilitate this multi-sensory learning in all content areas. They will be used by classroom teachers to provide supplemental standards-based instruction with students. - (7) Promethean ActivPanel Nickel 65" @ \$1,800 - (7) Promethean Stands @ \$375"</i>			
	5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$3,300.00
			<i>Notes: Lakeshore Learning - Purchase center materials for PreK-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 \$150 for reading resources and math resources for 22 teachers in PreK-3rd grade.</i>			
	5100	510-Supplies	3301 - Endeavour Primary Learning Center	UniSIG		\$2,210.00
			<i>Notes: Curriuculum Associates - Phonics for Reading for grades 1-3. - Phonics for Reading First Level Student Book and Teacher Guide - Phonics for Reading Second Level Student Book and Teacher Guide - Phonics for Reading Third Level Student Book and Teacher Guide</i>			
<b>Total:</b>						<b>\$162,450.00</b>