Endeavour Primary Learning Center

2022-23 Schoolwide Improvement Plan

Table of Contents

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: 8/17/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: F (21%) 2018-19: D (34%) 2017-18: C (43%)
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	CSI
* 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.

Table of Contents

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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-3	Yes	100%

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	2021-22	2020-21	2019-20	2018-19
Grade	F		D	D

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.

Endeavour Primary Learning Center, our mission is to provide high quality instruction that allows all students to thrive and meet their highest potential in an inclusive and safe environment that builds a foundation for life-long learners.

Provide the school's vision statement.

Endeavour Primary Learning Center faculty, staff, students, and community stakeholders believe that all students can reach their maximum potential in a safe and positive environment where our foundation is based on collaborative planning, focused instruction and continuous evaluation.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Coachman-Beavers, Shinita	Principal	To provide the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment. Responsibilities: Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF); Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments; Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement; and Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.
Powell, Nelsha	Assistant Principal	To assist the principal in providing vision and leadership to develop, administer and monitor high quality educational programs that optimize human and material resources, including time and space. Maintain availability for a successful and safe school environment for students, staff and community. Responsibilities: Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success: Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote achievement. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board; and Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position.
Burke, Tonya	Math Coach	To enhance the mathematics program at the school site by providing modeling, co-teaching, observing and assisting personnel to implement high quality instruction in the area of mathematics. Emphasize research based best practices that promote the Mathematical Thinking and Reasoning Standards as well as assist educators to effectively implement the BEST standards in a comprehensive manner that addresses all learners. Responsibilities: Facilitate professional learning that moves instruction to alignment with state standards and develop educators to engage students in quality mathematics curriculum. Collaborate with school administrators and instructional personnel to disaggregate data, perform instructional walks and create an atmosphere conducive to learning mathttps://www.floridacims.org/plans/55014/edit/42005#abody3hematics in a fun and engaging manner. To

Name	Position Title	Job Duties and Responsibilities
		promote cohesiveness in planning and instruction to allow sharing of ideas and best practices among instructors as well as infuse item analysis and data decisions on a regular basis to differentiate instruction. Complete necessary reports and documentation in coordination with Professional Development and School Improvement as well as perform all other duties and services assigned by Administration and District.
Starks, Tyree	Reading Coach	The Literacy Coach's role is to support teachers in their daily work. The Literacy Coach model discusses lessons, co-teach lessons, visits classrooms, and provides feedback to teachers. They are a resource to parents and the community and are uniquely positioned to see the big picture -- how people are working, the impact they are having, and the needs of students, teachers, and administrators. The Literacy Coach will help others see the big picture and work towards systemic changes. They support the process of gathering data, information, and resources so that changes can be effective. They also use an inquiry process approach to ask questions and explore root causes.
Jones, Ebony	Curriculum Resource Teacher	To create and maintain an atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, critical thinking skills, and technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students in order to meet district and state standards. Responsibilities: Use appropriate techniques and strategies which promote and enhance critical, creative, and evaluate thinking capabilities of students; use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal and social development of all students, work with peers, parents, community, and other stakeholders in the continuous improvement of the educational experiences of students, and perform other duties as assigned by administration.

Demographic Information

Principal start date
Wednesday 8/17/2022, Shinita Coachman Beavers

Number of teachers with a 2022 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.*
1

Number of teachers with a 2022 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.*
5

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

349

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	94	84	71	81	0	0	0	0	0	0	0	0	0	330
Attendance below 90 percent	59	50	38	38	0	0	0	0	0	0	0	0	0	185
One or more suspensions	0	1	1	3	0	0	0	0	0	0	0	0	0	5
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 2022 statewide FSA ELA assessment	0	0	0	43	0	0	0	0	0	0	0	0	0	43
Level 1 on 2022 statewide FSA Math assessment	0	0	0	35	0	0	0	0	0	0	0	0	0	35
Number of students with a substantial reading deficiency	1	0	2	8	0	0	0	0	0	0	0	0	0	11

Using the table above, complete the table below with the number of students by current grade level who have 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	2	11	5	39	0	0	0	0	0	0	0	0	0	57

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	12	3	36	0	0	0	0	0	0	0	0	0	52
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/30/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	21%	58%	56%				32%	59%	57%
ELA Learning Gains								60%	58%
ELA Lowest 25th Percentile								54%	53%
Math Achievement	21%	54%	50%				36%	65%	63%
Math Learning Gains								66%	62%
Math Lowest 25th Percentile								53%	51%
Science Achievement		59%	59%					46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	32%	60%	-28%	58%	-26%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	36%	65%	-29%	62%	-26%
Cohort Comparison		0%				

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

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
ELL				17							
BLK	21			21							
FRL	22			18							
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							

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							

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	34
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	59
Total Points Earned for the Federal Index	101
Total Components for the Federal Index	3
Percent Tested	98%
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%	0
English Language Learners	
Federal Index - English Language Learners	25
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	
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	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
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	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Based on the 2021-2022 FSA Data, the overall achievement level in ELA and Math increased from the 2020-2021 FSA assessment. Math increased by seven percentage points from 14 to 21, and ELA increased by one percentage point from 20 to 21. A current trend over the last five years reveals that the number of students demonstrating proficiency is trending significantly below the prior year's FSA scores (2018 to present). In ELA, the number of percentage points for ELA achievement decreased by 18% in comparison to 2018 demonstrating 39%. In Math, the number of percentage points for proficiency decreased from 46% in 2018 to 21% in 2022, which is a deficit of 25%. The ELL population has shown a decline of proficiency in Mathematics and ELA when comparing 2019 and 2022 data. ELL had 44% proficiency in 2019 in comparison to 17% in 2022, as well as 39 percent in 2019 for ELA to non reported in 2022. Black and FRL population also took a decline in both academic areas with at least a 20 to 18 percent decrease.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on recent FSA Data Endeavour Primary Learning Centers' greatest need for improvement is in both ELA and Mathematics. Endeavour Primary Learning Center achieved 21% ELA proficiency and 21% Math proficiency.

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

The contributing factors for this need for improvement is lack of quality instruction, using data to align instruction and strategically implementing a variety of resources to meet the needs of all learners. Moving forward, Endeavor Primary Learning Center will continue to improve teaching and learning practices by establishing a strong focus on implementing effective lesson planning tools and strategies to increase teacher effectiveness in meeting students' various needs. Using the PLC model, teachers will engage in professional learning opportunities based on identified individual needs aligned with the backwards design process, identifying curriculum resources, declarative vs. procedural knowledge, creating learning goals and assessments as well as classroom activities and assignments. This structure will allow for collaborative inquiry and lesson studies using the analyzing student work (ASW) process which generates lesson plans that guide effective instruction for all. As we maximize our time, we will explore opportunities and possibilities to have coaches, team leaders, and teachers collaborating on building lesson plans based on B.E.S.T Standards.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on the 2021-2022 FSA Data, Math showed the most improvement across all grade levels with a 7% increase from 14% to 21%.

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

A contributing factor for this increase could have been a change in teacher selection, however due to new leadership team, specific identifiers are unknown for the 14% to 21% increase.

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

Strategic use of instructional material and resources, aligned standards based instruction, an academic special to address math and reading for enrichment in 2nd/3rd, and creating academic opportunities with teachers and students with school-wide events will assist in accelerating learning at EPLC. Learning will also be accelerated through pull out intervention groups where students receive additional math and

reading instruction from instructional coaches, academic support teachers and ESSER teachers Monday through Friday for 30-minutes per session.

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.

Teachers will be provided ongoing professional development from district staff and instructional coaches focusing on using data to drive instructions and planning effective reading and math lessons. The following -professional development will be provided to support teachers in lesson planning development: Benchmark, EnVision, high-yield strategies, analyzing data, and differentiated instruction.

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

Based on data teachers will be tiered and provided coaching and modeling by instructional coaches and administration. In addition, District personnel, Professional Development, and PLC opportunities will be available to all instructional staff to bridge the achievement gap.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	When reviewing the 2021-2022 FSA ELA results 3rd Grade students demonstrated an achievement level of 21% proficiency. Therefore the focus for the 2022-2023 school year will be teachers / student support and small group instruction. This focus includes vertical planning, analyzing student work, implementing high yield strategies, district support and student engagement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023, 50 percent of the third grade students will demonstrate 25% or more growth in the area of ELA as demonstrated on the FAST assessment in comparison of the first and last administration.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Area of focus will be monitored through the F.A.S.T PM1 - PM3, Benchmark Advance Unit Assessments, i-Ready, and LLI on bi-weekly biases with item analysis and data dives with teachers, administration, and support staff.
Person responsible for monitoring outcome:	Shinita Coachman-Beavers (shinita.coachman-beavers@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	Evidence- based Strategy: The infusion of the Benchmark and I-Ready program along with the magnetic component implementation will increase academic proficiency by promoting strategies that increase student engagement and ongoing tutorials. IReady Toolbox and Benchmark Advance Lessons that are embedded into daily instruction will be monitored. In addition, instructional staff will participate in literacy training (Benchmark Advance, Balanced Literacy, F&P Phonics, and Word Study Systems) to enhance small group instruction and delivery of interactive read-alouds. Teachers will begin by creating lesson plans that are aligned to the BEST Standards. Planned lessons will be evident through whole group and small group activities.

for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Rationale for Evidence- based Strategy: Benchmark Advance/i-Ready will provide teachers with the framework to increase student engagement and achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

During PLCs, team planning, and professional development, the teachers will implement the Best Standards. Using Benchmark Advance learning targets in their lesson plans as well as providing students with targeted support based on the data. Also, teachers will attend district Literacy Trainings to improve their teaching practices during the ELA Block.

As lesson plans are created to align with instruction increase teachers' capacity by increasing the practices of collaborating with teachers to embed TLAC/ High Yield Strategies.

Person Responsible   Tyree Starks (tyree.starks@browardschools.com)

The PLCs are conducted every other week and the team meetings are held weekly. During these meetings, teachers will receive ongoing training and support that will help them provide students with targeted instruction based on the standards aligned to instruction. In addition, monitoring of teacher practices will be evident during classroom observations and lesson plans review.

Person Responsible   Tyree Starks (tyree.starks@browardschools.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	With a previous achievement level of 21% in the area of mathematics and a trending decline in the subject over the last 5 years, teachers will be provided extensive support through co-teaching, analyzing student's work, implementing high yield strategies, and creating engaging lessons to promote a greater level of comprehension in how students learn and grow in mathematics.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023, 50 percent of the third grade students will demonstrate 25% or more growth in the area of mathematics as demonstrated on the FAST assessment in comparison to the first and last administration.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored through Topic Assessments, comparison of grade level Readiness Assessment to End of Year assessment, and Savvas Successmaker monthly review of time and growth.
Person responsible for monitoring outcome:	Tonya Burke (tonya.burke@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Establishing and implementing goals to focus teaching and learning to ensure that instruction is aligned to BEST standards and implementing tasks that promote thinking and reasoning which are aligned to the Mathematical Thinking and Reasoning Standards.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	These specific strategies were selected because they are aligned with the end goal in mind of getting teachers to understand how students learn and grow in mathematics which will move scholars to higher reasoning and thinking when engaging in mathematics. This will lead EPLC to meet the goal of increasing student achievement.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monthly PLC to address various topics from planning effective lessons to utilizing manipulatives to increase student understanding of mathematics. Consistent support from district math department to review mathematics "look fors" in instruction and provide timely feedback and support.. Quarterly math events to promote math fun and engagement. Monthly review of data to ensure aligned instruction and facilitate data conversations. During PLCs, team planning, and professional development, the teachers will be implement the Best Standards. Using enVision and Successmaker standards in their lesson plans as well as providing students with targeted support based on the data. Teachers will attend district Math Trainings to improve their teaching practices during the Math Block.
As lesson plans are created to align with instruction increase teachers' capacity by increasing the

practices of collaborating with teachers to embed TLAC/ High Yield Strategies. Monitoring of teacher practices will be evident during classroom observations and lesson plans review.

Person Responsible   Tonya Burke (tonya.burke@browardschools.com)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

In reviewing the 21-22 primary assessment, 1st grade had 30% of students scoring 55% or higher, 2nd grade had 26% of the students scoring 65% or higher. This demonstrates greater than 50% of the first and second grade population as not being proficient in ELA. As a result these students will participate in additional small group push-in instruction that focuses on phonics, vocabulary and comprehension. The teachers instructing kindergarten, first and second grade will participate in professional learning opportunities that address deficits in instructional practices, emphasizing the whole child, infusing research based-strategies to promote literacy, and lesson planning design for differentiating instruction.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

In reviewing the 21-22 FSA, 21% of the 3rd grade students scored a level 3 or above. Therefore, 79% of the 3rd grade population is deficient in ELA. This demonstrates a great need for change of practice with third grade instruction. Teachers will be provided tiered professional learning that addresses gaps with understanding how students learn. Students will have additional instruction from Master Coach, and Academic resource teachers with push-in and pull out instruction in small groups. This will address our Tier II students with additional support.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Based on the 21-22 Primary Assessment, the prior first grade students will demonstrate 20% increase as second graders on the 22-23 FAST end of year assessment. 50% of the 21-22 kindergarten students will demonstrate 50% or higher on 22-23 Primary Assessment or FAST end of year assessment.

Grades 3-5: Measureable Outcome(s)

Based on the 21-22 Primary Assessment demonstrating 26% of the 2nd graders being proficient who are now in the 3rd grade population will increase to 50% or more as proficient in ELA based on the FAST end of year assessment.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The area focus will be monitored through the FAST PM1, PM2, Benchmark Advance unit assessments, iReady and LLI on a biweekly basis with item analysis and frequent data chats between teachers, support staff and administration. Adaptations will be made with student groups, teacher instruction, and resources based on data find.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Starks, Tyree, tyree.starks@browardschools.com

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Evidence- based Strategy: The infusion of the I-Ready program along with the magnetic component implementation will increase academic proficiency by promoting strategies that increase student engagement and ongoing tutorials. IReady Toolbox and Benchmark Advance Lessons that are embedded into daily instruction will be monitored. In addition, instructional staff will participate in literacy training (Benchmark Advance, Balanced Literacy, F&P Phonics, and Word Study Systems) to enhance small group instruction and delivery of interactive read-alouds. Teachers will begin by creating lesson plans that are aligned to the BEST Standards. Planned lessons will be evident through whole group and small group activities

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Rationale for Evidence- based Strategy: The I-Ready Toolbox and Benchmark intervention will provide teachers and support staff with the framework to increase student engagement and achievement by addressing the gaps with aligned B.E.S.T standards resources.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
During PLCs and team planning, the teachers will be embedding iReady lessons in their lesson plans following the district's IFC as well as providing students with targeted support based on the data. Coaches and support staff will scaffold lesson planning to include all students during the team planning time. One on one or small group guidance will be provided to teachers based on tiering. Also, teachers will attend district Literacy Trainings to improve their teaching practices during the ELA Block. FAST PM1 & PM2, benchmark unit assessment, LLI running records, and iReady usage and pass rates will be used to determine next steps after data is disaggregation and item analysis.	Starks, Tyree, tyree.starks@browardschools.com
District and school based professional learning opportunities throughout the school year to address gaps with teacher Tier 1 instruction. The learning opportunities began during pre-planning week and will continue until April 2023. Areas that will be addressed includes implementing high yield strategies to increase student engagement, Benchmark Advance Overview, differentiating instruction to meet the needs of all learners, analyzing student work, utilizing iReady resources to address the learner and using data to make informed decisions. Follow-up and feedback will be provided throughout the year by district departments and instructional coaches to ensure that high quality instruction occurs.	Starks, Tyree, tyree.starks@browardschools.com

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

The school addresses building a positive school culture and environment by establishing school-wide expectations. The expectations are as follows: treat everyone with respect; display a positive attitude; Be responsible; be a team player and take ownership of your actions. Daily morning announcements are made to remind the students of their expectations. The expectations are posted in every classroom and in all public areas on the school campus. Students who meet the expectations will be awarded quarterly with verbal or tangible rewards.

For parents, we will continue to use different modalities to communicate and engage parents in the educational process. Utilizing the school's website, parent links, and traditional flyers, parents, and stakeholders will be contacted for all school events. In addition, parents are encouraged to play an active role in the School Advisory Council/School Advisory Forum, Parent Teacher Association (PTA), and volunteer in classrooms. An annual evaluation will be conducted using surveys to be completed by all stakeholders to improve areas of concern.

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

The staff and students at Endeavour PLC are committed to promoting a positive culture and environment.

Each member of our school community plays a role in communicating our shared values. The security works in conjunction with the principal and the Instructional Leadership Team to provide a safe and secure learning environment. The Instructional Leadership Team also meets with students regularly to discuss concerns they might have academically as well as socially and emotionally. Our School Counselor and Behavior Tech work with teachers to provide students with resources to cope with the identified concerns students may have.