

Broward County Public Schools

Endeavour Primary Learning Center School



2023-24

Schoolwide Improvement Plan (SIP)

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Endeavour Primary Learning Center

2600 NW 58TH TER, Lauderhill, FL 33313

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Coachman-Beavers, Shinita	Principal	<p>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.</p> <p>Responsibilities: Utilize collaborative leadership style and quality processes to establish and monitor the school's 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.</p>
Burke, Tonya	Math Coach	<p>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.</p> <p>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 mathematics in a fun and engaging manner. To 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.</p>
Starks, Tyree	Reading Coach	<p>The Literacy Coach's role is to support teachers in their daily work. The Literacy Coach provides modeling and co-teaching opportunities, lesson planning and support, visits to 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,</p>

Name	Position Title	Job Duties and Responsibilities
		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	The Curriculum Resource Teacher's role is to support teachers in their daily work. The Curriculum Resource Teacher provides instructional guidance, resources and support to instructional staff and students. They are also 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. They 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.
		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 the community.
Thomas, Raymond	Assistant Principal	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 conduct 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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The SIP development process involves a collaborative effort with various stakeholders, including the school leadership team, teachers and school staff, parents, students, families, and business or community leaders. Their input is gathered through communication, the School Advisory Council (SAC), input sessions, and surveys. This process is used to inform the creation of a data-driven and evidence-based plan with specific goals and actionable strategies. Continuous engagement and periodic evaluations ensure that the plan remains relevant and effective in improving student achievement and school performance.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is regularly monitored through data collection, evaluation, and stakeholder engagement to assess its effectiveness in increasing student achievement, particularly for those with the greatest achievement gap. Based on the evaluation findings, and the progress monitoring data (PM1 & PM2) the plan is revised to ensure continuous improvement, with a strong commitment to equity and the successful implementation of strategies that lead to positive outcomes for all students. The plan is revised during ILT meetings and conversations regarding specific student groups to target areas of improvement.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners (ELL)* Black/African American Students (BLK)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: F 2019-20: D 2018-19: D 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	48	43	26	28	0	0	0	0	0	145	
One or more suspensions	1	1	2	0	0	0	0	0	0	4	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	13	32	16	21	0	0	0	0	0	82	
Level 1 on statewide Math assessment	0	12	18	15	0	0	0	0	0	45	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	20	26	44	0	0	0	0	0	90	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	32	26	34	0	0	0	0	0	97

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	12	3	8	0	0	0	0	0	26
Students retained two or more times	1	5	1	0	0	0	0	0	0	7

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	59	50	38	38	0	0	0	0	0	185	
One or more suspensions	0	1	1	3	0	0	0	0	0	5	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	43	0	0	0	0	0	43	
Level 1 on statewide Math assessment	0	0	0	35	0	0	0	0	0	35	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	0	2	8	0	0	0	0	0	11	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	11	5	39	0	0	0	0	0	57

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	59	50	38	38	0	0	0	0	0	185	
One or more suspensions	0	1	1	3	0	0	0	0	0	5	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	43	0	0	0	0	0	43	
Level 1 on statewide Math assessment	0	0	0	35	0	0	0	0	0	35	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	0	2	8	0	0	0	0	0	11	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	11	5	39	0	0	0	0	0	57

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	47	56	53	21	58	56	20		
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	66	62	59	21	54	50	14		
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		48	54		59	59			
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	54	59	59	59			43		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	214
Total Components for the Federal Index	4
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	34

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	101
Total Components for the Federal Index	3
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL	51			
AMI				
ASN				
BLK	53			
HSP				
MUL				
PAC				
WHT				
FRL	56			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL	25	Yes	1	1
AMI				
ASN				
BLK	34	Yes	1	
HSP				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	35	Yes	1	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	47			66								54
SWD												
ELL	50			50							4	54
AMI												
ASN												
BLK	49			65							4	47
HSP												
MUL												
PAC												
WHT												
FRL	49			68							4	58

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	21			21								59
SWD												
ELL	0			17								59
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	21			21								59
HSP												
MUL												
PAC												
WHT												
FRL	22			18								65

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	20			14								43
SWD												
ELL	42			31								43
AMI												
ASN												
BLK	20			14								48
HSP												
MUL												
PAC												
WHT												
FRL	20			16								44

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	43%	53%	-10%	50%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	64%	62%	2%	59%	5%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Based on the 2022-2023 F.A.S.T. ELA Data, Endeavor's lowest performance was in prose, poetry, and reading informational text. Contributing factors include reading fluency, limited background knowledge, and inadequate vocabulary knowledge. Noticeable trends show students had challenges with plot, point of view, author claims, central idea, and text structures.

Based on the 2022-2023 F.A.S.T Math data, Endeavour's lowest area of performance was in measurement. Specifically, with telling time and choosing appropriate tools to measure. The contributing factors for these two areas would be the lack of hands-on experience and additional exposure throughout the school year with lapse time and measurement.

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

Comparing F.A.S.T PM 1 with F.A.S.T PM 3 there was no evidence of a decline in ELA in the three ELA areas tested. Based on question one our areas of growth were prose, poetry, and reading information text.

All areas in mathematics showed an increase from the prior year as well as each administration of the F.A.S.T. in the 22-23 school year.

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

The greatest gap when comparing Endeavour's data to the State comes in reading informational text. Factors that contributed to our area of growth were students using effective reading strategies such as summarizing, predicting, visualizing, questioning, and making connections to analyzing text.

Endeavour's mathematics data was aligned with the state's data and did not show any noticeable gaps. In many of the domains, the school's percentages met or exceeded the states.

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

Reading across genres and vocabulary showed the most improvement when comparing F.A.S.T PM 1 to F.A.S.T PM 2. Action steps included differentiated small-group instruction, targeted vocabulary instruction, and continuous progress monitoring.

Mathematics showed improvement in all areas. The improvements were made from the previous school

year's data as well as from the F.A.S.T. administration (PM1) to the F.A.S.T. administration (PM3). The actions that we took were to change the mathematics environment and structure. We created a school-wide culture change for academics and made strategic moves such as scheduling, small group instruction, academic specials, engagement events, and mindset shifts regarding mathematics.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student absenteeism directly impacts academic achievement. Regular attendance is crucial for students to actively participate in classroom activities, receive instruction, and engage in discussions. When students are not present, they miss out on valuable learning opportunities, potentially leading to gaps in their knowledge and understanding. This can make it challenging for them to catch up with their peers and may result in lower academic performance.

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

Top 5 Priorities for ELA:

Reading Fluency
Building Teacher Capacity
Academic Vocabulary Building
Reading Comprehension
Moving from Learning to Read to Reading to Learn

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the recent 2023 FAST data, Endeavour Primary Learning Center improved in both ELA and Mathematics in comparison to the 21% in ELA and 21% mathematics in 2022. Endeavour achieved 43% ELA proficiency and 65% Math proficiency. The contributing factors for this growth was using data to align instruction and utilizing a variety of resources to address the barriers that existed. With this growth, it is imperative that EPLC continues with best practices that work, therefore a focus on benchmark aligned instruction will continue in the 2023-2024 school year.

Moving forward, Endeavor 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.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2024, Endeavour Primary Learning Center will achieve an ELA proficiency goal of 50% and an Mathematics proficiency goal of 60%.

This Area of Focus will be monitored through iReady diagnostics, enVision assessments, and Benchmark Assessments for weekly lesson requirements. The instructional staff will partake in quarterly data chats with administrative staff and instructional coaches. With the effective implementation of the iReady program and active monitoring, academic proficiency will be increased. The iReady Toolbox lessons will be utilized to reteach specific benchmarks. 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. Benchmark Advance and enVision professional development will be provided to support teachers in differentiated and focused lesson planning development:

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored weekly classroom walkthroughs with data collections, conversations between teachers and coaches, as well as with review of lesson plans. The quarterly data chats will be led by the administration and teacher presentations based on progress monitoring data. Therefore, teachers will demonstrate their understanding of the benchmarks which transfers to aligned lesson plans and reteach small group instruction using the data.

Training/Professional Development Sessions

Provide stipends to 20 teachers to engage in ongoing professional development centered around standards in math and literacy. Additional professional development in data usage and progress monitoring as well as classroom culture/environment will be provided. The PD will take place during the 2023-2024 school year, either after school and/or on Saturdays.

Stipends for 20 teachers to complete 20 hours each of professional development. Stipends will be paid at \$40/hour.

PD Stipends: 20 teachers x 20 hours x \$40/hour = \$16,000

Person responsible for monitoring outcome:

Shinita Coachman-Beavers (shinita.coachman-beavers@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

iReady, an evidence-based intervention program will be implemented for best instructional practice involving the use of differentiation within tier 2 and tier 3 instruction. This intervention is a research-based program that creates a learning path that stems from a diagnostic assessment that aligns a personalized differentiated learning plan for students. It acknowledges that a one-size-fits-all approach to instruction may not effectively engage and support all students in achieving their learning goals. The infusion of learning styles and high-yield strategies will be implemented into the lesson plans and instruction to ensure that multiple ways of teaching and learning are met.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated instruction is a teaching approach that recognizes and accommodates students' diverse learning needs, interests, and readiness levels in a classroom. The rationale for selecting this strategy is the individualized learning goals for student achievement. While using this evidence-based intervention, the teacher guides and monitors progress toward goals while providing feedback and support.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Bi-weekly PLCs on specific strategies requested by staff members.

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

By When: Bi-weekly; September 2023 - May 2024

Professional Learning before the school year and during the school year. Professional learning will focus on best practices for Science of Learning, Benchmark Advance and enVision.

Person Responsible: Shinita Coachman-Beavers (shinita.coachman-beavers@browardschools.com)

By When: Bi-weekly; September 2023 - May 2024

Additional Team Lesson Planning Sessions to chunk instruction into manageable bites and embed proven strategies into lesson plans.

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

By When: September 2023 - May 2024

Coaching support will be provided to teachers.

Person Responsible: Shinita Coachman-Beavers (shinita.coachman-beavers@browardschools.com)

By When: Coaches will meet with the teachers during the scheduled common planning time weekly.
September 2023 - May 2024

Weekly classroom walkthroughs with data collection and ongoing coaching supports

Person Responsible: Shinita Coachman-Beavers (shinita.coachman-beavers@browardschools.com)

By When: Coaches will meet with the teachers during the scheduled common planning time weekly.
September 2023 - May 2024

As educational leaders of Endeavour, the demands we face as a state tier 2 school we want to explore ways to navigate these transitions with research based educational practices . By attending ASCD with hands-on guidance from research based educational experts, master educators and ASCD faculty, we will have the opportunity to enhance and establish our best practices. This includes leadership skills development, implementing effective mentorship programs, school management strategies and personal and interpersonal challenges.

The objectives for attending ASCD is as follows:

Forge connections and networks with peers encountering similar challenges.

Reflect on your current school practices, identifying areas of improvement and mapping out growth strategies.

Hone in on practical strategies for real-world problems through Innovator Talks, Panel Discussions, and Leadership Labs.

Share and explore novel ideas in an open-space think-tank environment at our Turbo Talk Leadership Hacks sessions.

Person Responsible: Shinita Coachman-Beavers (shinita.coachman-beavers@browardschools.com)

By When: By the end of the 23-24 school year

Universal Studios Field Trip

The purpose of the field trip, which may also be termed an instructional trip, school excursion, or school journey, is defined by Krepel and Duvall (1981) to be a school or class trip with an educational intent, in which students interact with the setting, displays, and exhibits to gain an experiential connection to the ideas, concepts, and subject matter. Tal and Morag (2009) described field trips as student experiences outside of the classroom at interactive locations designed for educational purposes. Field trips may be planned for five purposes:

- 1) To provide firsthand experience,
- 2) To stimulate interest and motivation in science,
- 3) To add relevance to learning and interrelationships,
- 4) To strengthen observation and perception skills and
- 5) To promote personal (social) development (Michie, 1998).

Field trips take students to locations that are unique and cannot be duplicated in the classroom. Each student observes natural settings and creates personally relevant meaning to the experience. Interactive exhibits help students play with concepts, often not possible in the classroom. Earlier course content suddenly becomes relevant as students assimilate and accommodate new understanding and cognition (Lei, 2010a). The connection between the field trip venue and the classroom links the field trip's experiential learning with prior experiences and learning from the classroom.

Today's students are visual learners. Field trip lets them touch, feel and listen to what they're learning about, which helps them build on classroom instruction, gain a better understanding of topics and expose them to worlds outside their own.

Person Responsible: Shinita Coachman-Beavers (shinita.coachman-beavers@browardschools.com)

By When: By May 2024

#2. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

With the current statistics, Endeavour ended the 2023 school year with 57.9% regular attendance, positive culture and environment specifically relating to Early Warning System will be an area of focus. Based on past history of absenteeism, during the 2022-2023 school year, the gap from 2021-2022 was closed slightly, but will consistently be a major focus during the current school year. Students and parents must understand the urgency in ensuring that students have consistent attendance to adequately learn the curriculum needed for proficiency in ELA and Mathematics.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Endeavour Primary Learning Center will decrease its current school-wide absenteeism by 20% based on the 2022-2023 school data. The school year ended with a 57.9% regular attendance rate. Our goal is to move the school to a minimum of 69% regular attendance.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

School Social Workers will present a school-wide program to teachers, students, and parents at the start of the school year. This program will be supported by the Instructional Leadership Team and the Community Liaison. Programs such as using adaptive texting will be used to encourage school attendance.

Person responsible for monitoring outcome:

Raymond Thomas (raymond.thomas@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

School-wide incentives geared towards students' interests and parent education focus on the importance of consistent attendance. Students will incur monthly criteria to encourage daily attendance that leads to rewards. The reward system will be explained to students and parents as well as communicated through parent links and newsletters.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

As a means to promote consistent student attendance and increase school-wide proficiency in every grade level.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Collaboration between social worker, community liaison and instructional leadership team (ILT) to create and promote school-wide attendance plan.

Person Responsible: Shinita Coachman-Beavers (shinita.coachman-beavers@browardschools.com)

By When: October 2023

Placing highly effective personnel on the leadership team to create, monitor, and engage with parents, teachers and students to address a high needs population. This group will focus on our ESSA Subgroups as well as our struggling students to ensure proficiency is increased and student learning is occurring at it's highest potential.

Person Responsible: Shinita Coachman-Beavers (shinita.coachman-beavers@browardschools.com)

By When: August 2023

At the monthly SAC meetings, where parents are invited, attendance data is shared and strategies to improve attendance is highlighted. Information shared at these meetings is based on individual subgroups and grade levels. The information shared will be regarding parental obligations with attendance, how to support with student illness and strategies to ensure daily attendance. We will include ways we can support and educate families about the importance of attendance using this resource:

Person Responsible: Shinita Coachman-Beavers (shinita.coachman-beavers@browardschools.com)

By When: August 2023 - May 2024

#3. ESSA Subgroup specifically relating to Economically Disadvantaged**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Endeavour Primary Learning Center made significant gains from 2022 to the 2023 school year. The school moved from 21% proficiency in 2022 to 43% in 2023. In an effort to meet RAISE expectations and increase our student population's proficiency, we are aiming at 50% proficiency for the 2023-2024 school year.

To ensure all students achieve learning gains in English Language Arts (ELA), tiered instruction must be utilized to personalize instruction to students. Teachers require additional professional development along with a structure for continued support as they develop highly effective teaching strategies. 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 backward 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 collaborate on building lesson plans based on B.E.S.T Standards. Teachers will receive targeted professional development in Balanced Literacy focusing specifically on small group differentiation, shared reading, literacy centers and close reading strategies. The Elementary Learning Department and school instructional coaches will provide on-site support to ensure the effective implementation of strategies learned through professional development. As a follow-up to professional learning experiences, teachers will receive additional peer coaching from teacher leaders.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If all instructional staff embed Balanced Literacy research-based strategies and interventions into class instruction then, Endeavour will be able to increase their proficiency in ELA by at least 50% as measured by the F.A.S.T. Student achievement data along with classroom walkthrough data, observation logs, and data chats will be utilized to monitor the effectiveness of professional development and support. This information will determine additional support that will be provided based on data-driven results.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Progress Monitoring will be through the following data collections: F.A.S.T Diagnostics, i- Ready Diagnostics Standard Mastery Checks, and Learning Paths.

Data collection for ESSA subgroups consists of student performance on standard assessments and other academic indicators, broken down by varied student subgroups. The data helps to close the achievement and progress monitor students with the tailored data collection.

Person responsible for monitoring outcome:

Shinita Coachman-Beavers (shinita.coachman-beavers@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Targeted interventions such as i-Ready tools for instruction and Benchmark Advance intervention tools were used to address the specific needs of each subgroup. These interventions add additional resources and instructional support for teachers.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated instruction is a teaching approach that recognizes and accommodates students' diverse learning needs, interests, and readiness levels in a classroom. The rationale for selecting this strategy is individualized learning goals for student achievement. Teachers guide and monitor progress toward goals while providing feedback and support. iReady has proven to have aligned correlation and instruction with the state's F.A.S.T. assessment. Across all grades and in ELA, results provide evidence for the strong correlation between i-Ready Diagnostic and the FAST PM1 and PM2 (see Figure 1). Specifically, correlations between fall i-Ready scores and FAST PM1 scores ranged from .77 to .81 for ELA Reading. Correlations between winter i-Ready scores and FAST PM2 scores ranged from .77 to .82 for ELA Reading which surpasses the .70 standard generally considered to be strong in education research, provide evidence of a substantial relationship between i-Ready Diagnostic and the FAST Progress Monitoring assessments.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

50% Resource Teacher/Interventionist to work with the ESSA Subgroups, primary our economically disadvantaged and ESE population.

Person Responsible: Shinita Coachman-Beavers (shinita.coachman-beavers@browardschools.com)

By When: August 2024

Extended Learning Opportunity Sessions

Provide ELO stipends to 10 teachers to teach ELA/Math Extended Learning Opportunity Camps for targeted students in 2nd and 3rd grade. Primarily our ESE students and other sub-groups. Instruction and materials will be selected by data to assist with closing the achievement gap. Stipends for 10 teachers to teach extended learning opportunity camps from October 2023 to March 2024. Stipends will be paid at \$40/hour. There will be approximately 100 students for a 10:1 teacher ratio.

Person Responsible: Shinita Coachman-Beavers (shinita.coachman-beavers@browardschools.com)

By When: October 2023

Purchase Curriculum resources to support initiatives (Curriculum Associates) These items will support reading and mathematics to utilize during extended learning opportunity and during the intervention instructional block for ELA and Mathematics instruction.

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

By When: August 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Funding and resource allocations are primarily discussed and reviewed via our SAC committee meetings. In these meetings, we review balances, discuss needs, and vote on spending and resources to address identified needs. This committee has representation from all required SAC Board members and is always a voted choice for spending.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 22-23 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 related to Reading/ELA

In reviewing the 22-23 FSA, 43% of the 3rd grade students scored a level 3 or above. Therefore, 57% of the 3rd grade population is deficient in ELA. This demonstrates a continued 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 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 Measurable Outcomes

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 Measurable Outcomes

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

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 impact student achievement outcomes.

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

Description:

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. i-Ready 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 and Science of Reading) 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:

Explain the rationale for selecting 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 evidence-based 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, and iReady Standard Mastery/ usage and pass rates will be used to determine next steps after data is disaggregation and item analysis.	Coachman-Beavers, Shinita, shinita.coachman-beavers@browardschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

At Endeavour Primary Learning Center, we share our SIP, UniSIG budget, and SWP during our School Advisory Council Meetings. We present the SIP Plan and budget allocations to all stakeholders and invite their input. Using this input, we develop a collaborative SIP plan that includes objectives and activities to be implemented at the school level. We monitor the progress of the SIP at School Advisory Council Meetings, specifically reviewing elements of the plan at monthly meetings. We share progress updates three times a year: at the Beginning, Middle, and End of the Year. To ensure all parents understand our Title I Plan documents, we translate meeting flyers, plans, and parent links into different languages. The SIP is also available in various formats and locations. Hard copies of the SIP can be found in the front office, and digital copies are available on the school and district websites. Parents who want to review a hard copy can contact the school's Title I person. The plan can be accessed at <https://www.browardschools.com/domain/2325>.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

At Endeavour Primary Learning Center, we strongly believe in fostering a strong relationship between parents, teachers, and the community. We achieve this by organizing various events such as parent-teacher meetings, open houses, and community events. We also keep everyone up to date with our school activities and accomplishments through our newsletters, social media platforms, and website. We value the participation of parents and community members in our school activities and volunteering opportunities, as it strengthens the bond between our school and the community. Furthermore, we appreciate feedback from our stakeholders and use it to make informed decisions that align with our

mission and cater to the needs of our students. To gather valuable insights from our stakeholders, we conduct annual surveys throughout the school. In addition to supporting parents, we also prioritize the development of our teachers' skills to improve their communication with parents as equal partners. These trainings will equip our staff with the necessary support to parents and continue building their capacity.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

Our school is committed to enhancing the quality and quantity of academic opportunities for our students. We have developed a comprehensive plan to achieve this goal by offering morning and afternoon camps to targeted students in addition to regular day instruction. In the morning camp, students will receive an extra 30 minutes of I-Ready instruction. In the afternoon camp, highly qualified teachers and instructional coaches will provide an additional two hours of instruction in reading and math. We aim to improve the caliber of academic programming and accelerate the curriculum to better prepare our students for success.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

At Endeavour Primary Learning Center, we are committed to implementing various programs and utilizing funds to promote violence prevention, Head Start initiatives, SAI, USDA, Title I, Title II, and Title X programs in conjunction with local, state, and federal programs. Our goal is to enhance the quality of education at our school, and we achieve this by conducting a thorough needs assessment that involves analyzing student achievement, attendance, discipline, and feedback from stakeholders. Based on this data, we establish objectives, and action plans, and allocate resources accordingly. We closely monitor school data to ensure that our strategies are effective and continuously evaluate their efficacy. If necessary, we adjust our plans. Our evaluations include formative assessments, surveys, and collaboration with outside agencies. This helps us better understand the needs of our students and provide them with the necessary tools and resources to succeed academically and in the future.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$54,268.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	120	3301 - Endeavour Primary Learning Center	UniSIG		\$16,000.00
			<i>Notes: Stipends for Training/Professional Development Sessions Provide stipends to twenty teachers to engage in ongoing professional development centered around standards in math and literacy. Additional professional development in data usage and progress monitoring as well as classroom culture/environment will be provided. The PD will take place during the 2023-2024 school year, either after school and/or on Saturdays. Schedule to be determined. Stipends for 20 teachers to complete 20 hours each of professional development. Stipends will be paid at \$40/hour. PD Stipends: 20 teachers x 20 hours x \$40/hour = \$16,000</i>			

	6400	130	3301 - Endeavour Primary Learning Center	UniSIG		\$12,000.00
			<i>Notes: Co-Teaching & Teacher/Student Tier Support Endeavour Primary is requesting a stipend for 2 site-based coaches, one math and one literacy, to engage in collaborative planning, data analysis and daily peer teaching with new and struggling teachers. ELA and Math currently have students who are scoring at grade level (ELA 57%) and (Math 36%). The site-based coaches will work with a total of seven teachers. Two of these teachers are new to the grade level, coming in from other assigned contents last year. The other five, based on observations, are struggling in math and/or ELA implementation with level 1 and level 2 students, which includes lowest quartile and ESSA students. The goal is to use this content expert level of daily support and intervention to improve teacher pedagogical practices and increased small group intervention support to tier 1 and tier 2 learners in the general classroom. This tiered teacher intervention will occur during the tiered teachers and coaches planning periods and after school. Co-teaching allows for collaboration and more "one on one" time for individual students' needs. Tiered student instruction allows our students to receive instruction that meets their unique needs, which can increase classroom engagement and promote a growth mindset. The coaches will receive \$6,000 each for completion of the year of support. \$6,000/teacher is the District's standard rate for teachers who have a daily schedule working with students during their planning hour. - Request stipend for 2 site-based Coaches: 2 coaches x \$6,000 = \$12,000</i>			
	6400	220	3301 - Endeavour Primary Learning Center	UniSIG		\$2,240.00
			<i>Notes: FICA (Social Security): PD Stipends and Co-Teaching</i>			
	6400	240	3301 - Endeavour Primary Learning Center	UniSIG		\$280.00
			<i>Notes: Workers Compensation: PD Stipends and Co-Teaching</i>			
	6400	240	3301 - Endeavour Primary Learning Center	UniSIG		\$28.00
			<i>Notes: Unemployment: PD Stipends and Co-Teaching</i>			
	7730	330	3301 - Endeavour Primary Learning Center	UniSIG		\$2,756.00
			<i>Notes: Educational Conference: Association for Supervision and Curriculum Development (ASCD) The purpose of attending ASCD is to garner information regarding best practices and resources in Literacy and Mathematics. ASCD is a conference where education practitioners from all over the world gather to disseminate information and network to present the latest research in education. This information goes beyond what is available in Florida because it is an international event that promotes student achievement, information on all facets of education, common core standards, connections between BEST and common core, resources aligned to standards and presentations to enhance understanding of the standards. Registration and travel fees for leadership team and teachers to attend the Association for Supervision and Curriculum Development (ASCD) to further develop their skill set with best practices in curriculum development, data analysis, social emotional learning and leadership development. This is a national conference that is not offered within the state of Florida. Upon completion, attendees will provide professional development to teachers in grades K-5 to strengthen their pedagogical skills in mathematics and curriculum development. The leadership team will monitor the implementation of the content presented and provide next steps for implementation. We at Endeavour Primary Learning Center aim to investigate how to manage these transitions using research-based educational strategies given the demands we encounter as a state tier 2 school. We will have the chance to improve and establish our best practices by participating in ASCD and receiving practical advice from research-based educational professionals, master educators, and ASCD professors. This involves enhancing leadership abilities, putting in place successful mentoring programs, employing school administration techniques, and overcoming personal and interpersonal difficulties. The objectives for attending ASCD are as follows: • Forge connections and networks with peers encountering similar challenges. • Reflect on your current school practices, identifying areas of improvement and mapping out growth strategies. • Hone in on practical strategies for real-world problems through Innovator Talks, Panel Discussions, and Leadership Labs. • Share and explore novel ideas in an open-space think-tank environment at our Turbo Talk Leadership Hacks sessions. • Foster shared interests and passions during our networking Brain Breaks, facilitated by our EL team. • Celebrate collective growth at our last-day Campfire Sessions, reflecting on specific challenges and action plans. Association for Supervision and Curriculum Development (ASCD) in</i>			

			Washington, DC March 22 - March 25, 2023: 1 Administrator - Registration: \$700 x 1 person = \$700 - Hotel: \$350/night (incl. taxes and fees) x 4 nights x 1 room = \$1,400 - Transportation/Airfare: \$500 x 1 person = \$500 - Food: \$39.00/day x 4 days x 1 person = \$156			
	6400	330	3301 - Endeavour Primary Learning Center	UniSIG		\$8,224.00
			Notes: Educational Conference: Association for Supervision and Curriculum Development (ASCD) The purpose of attending ASCD is to garner information regarding best practices and resources in Literacy and Mathematics. ASCD is a conference where education practitioners from all over the world gather to disseminate information and network to present the latest research in education. This information goes beyond what is available in Florida because it is an international event that promotes student achievement, information on all facets of education, common core standards, connections between BEST and common core, resources aligned to standards and presentations to enhance understanding of the standards. Registration and travel fees for leadership team and teachers to attend the Association for Supervision and Curriculum Development (ASCD) to further develop their skill set with best practices in curriculum development, data analysis, social emotional learning and leadership development. This is a national conference that is not offered within the state of Florida. Upon completion, attendees will provide professional development to teachers in grades K-5 to strengthen their pedagogical skills in mathematics and curriculum development. The leadership team will monitor the implementation of the content presented and provide next steps for implementation. Association for Supervision and Curriculum Development (ASCD) in Washington, DC March 22 - March 25, 2023: 4 Instructional. - Registration: \$700 x 4 people = \$2,800 - Hotel: \$350/night (incl. taxes and fees) x 4 nights x 2 rooms = \$2,800 - Transportation/Airfare: \$500 x 4 people = \$2,000 - Food: \$39.00/day x 4 days x 4 people = \$624			
	5100	330	3301 - Endeavour Primary Learning Center	UniSIG		\$12,740.00
			Notes: Universal Studios Field Trip Request Request for funds for student field trip to attractions and programs that are geared toward learning about other cultures, the arts and the environment. All 3rd-grade students will attend the Universal Studios End of Year field trip as an academic experience in STEM, Math, and ELA. One of the most educational things about the Universal Studios is the inclusion of science and art. Students will be inspired to read the books behind the attractions at Universal. With the inclusion of STEM, students will learn more by visiting the rides, experiencing reading a map, and exploring with hands-on navigation throughout the park. Multiple mathematics standards will be addressed as they experience a teacher-made Geometry Walk through Universal. The purpose of field trip, which may also be termed as an instructional trip, school excursion, or school journey, is defined by Krepel and Duvall (1981) to be a school or class trip with an educational intent, in which students interact with the setting, displays, and exhibits to gain an experiential connection to the ideas, concepts, and subject matter. Tal and Morag (2009) described field trips as student experiences outside of the classroom at interactive locations designed for educational purposes. Field trips may be planned for five purposes: 1) To provide firsthand experience, 2) To stimulate interest and motivation in science, 3) To add relevance to learning and interrelationships, 4) To strengthen observation and perception skills, and 5) To promote personal (social) development (Michie, 1998). Field trips take students to locations that are unique and cannot be duplicated in the classroom. Each student observes natural settings and creates personally relevant meaning to the experience. Interactive exhibits help students play with concepts, activities often not possible in the classroom. Earlier course content suddenly becomes relevant as students assimilate and accommodate new understanding and cognition (Lei, 2010a). The connection between the field trip venue and the classroom links the field trip's experiential learning with prior experiences and learning from the classroom (Lei, 2010b). - (70) students @ \$182 = \$12,740			
	6400	130	3301 - Endeavour Primary Learning Center	UniSIG		\$0.00
			Notes: Co-Teaching & Teacher/Student Tier Support Endeavour Primary is requesting a stipend for 2 site-based coaches, one math and one literacy, to engage in collaborative planning, data analysis and daily peer teaching with new and struggling teachers. ELA and Math currently have students who are scoring at grade level (ELA 57%) and (Math 36%). The site-based coaches will work with a total of seven teachers. Two of these teachers are new to the grade level, coming in from other assigned contents last year. The other five, based on observations, are struggling in math and/or ELA implementation with level 1 and level 2 students, which includes lowest quartile and ESSA students. The goal is to use this content expert level of daily support and intervention to improve teacher pedagogical practices and increased small group intervention support to tier 1 and tier 2			

			<p>learners in the general classroom. This tiered teacher intervention will occur during the tiered teachers and coaches planning periods and after school. Co-teaching allows for collaboration and more "one on one" time for individual students' needs. Tiered student instruction allows our students to receive instruction that meets their unique needs, which can increase classroom engagement and promote a growth mindset. The coaches will receive \$6,000 each for completion of the year of support. \$6,000/teacher is the District's standard rate for teachers who have a daily schedule working with students during their planning hour. - Request stipend for 2 site-based Coaches: 2 coaches x \$6,000 = \$12,000</p>			
	6400	130	3301 - Endeavour Primary Learning Center	UniSIG		\$0.00
			<p>Notes: Co-Teaching & Teacher/Student Tier Support Endeavour Primary is requesting a stipend for 2 site-based coaches, one math and one literacy, to engage in collaborative planning, data analysis and daily peer teaching with new and struggling teachers. ELA and Math currently have students who are scoring at grade level (ELA 57%) and (Math 36%). The site-based coaches will work with a total of seven teachers. Two of these teachers are new to the grade level, coming in from other assigned contents last year. The other five, based on observations, are struggling in math and/or ELA implementation with level 1 and level 2 students, which includes lowest quartile and ESSA students. The goal is to use this content expert level of daily support and intervention to improve teacher pedagogical practices and increased small group intervention support to tier 1 and tier 2 learners in the general classroom. This tiered teacher intervention will occur during the tiered teachers and coaches planning periods and after school. Co-teaching allows for collaboration and more "one on one" time for individual students' needs. Tiered student instruction allows our students to receive instruction that meets their unique needs, which can increase classroom engagement and promote a growth mindset. The coaches will receive \$6,000 each for completion of the year of support. \$6,000/teacher is the District's standard rate for teachers who have a daily schedule working with students during their planning hour. - Request stipend for 2 site-based Coaches: 2 coaches x \$6,000 = \$12,000</p>			
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$450.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	310	3301 - Endeavour Primary Learning Center	UniSIG		\$450.00
			<p>Notes: Renaissance Learning Purchase of Professional Development for Accelerated Reader and STAR Reading site licenses to provide supplemental instructional support to students in 1st-3rd grades. 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. Supplemental instruction will help our students master academic content while developing effective learning, critical thinking, and study strategies. The site license was purchased with alternate funding, but requesting UniSIG funds to pay for the teacher training portion. - Professional Development for teachers (90-min Remote Session)</p>			
3	III.B.	Area of Focus: ESSA Subgroup: Economically Disadvantaged				\$109,157.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	3301 - Endeavour Primary Learning Center	UniSIG	1.0	\$62,305.00
			<p>Notes: Resource Teacher/Interventionist Hire a Resource teacher to provide intensive instruction in 3rd grade reading and math. Students will receive targeted instructions based on their unique academic needs in a small group setting. The Resource Teacher will collaborate the students' progress with the classroom teachers. The Resource Teacher will also create and maintain an atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal 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.</p>			
	5100	120	3301 - Endeavour Primary Learning Center	UniSIG		\$19,200.00
			<p>Notes: Stipends for Extended Learning Opportunity Sessions Provide ELO stipends to 10 teachers to teach ELA/Math Extended Learning Opportunity Camps for targeted students in 2nd and 3rd grade. Instruction and materials will be selected by data to assist us with closing the achievement gap. The camps will help prepare our students for success in school and life, including academic achievement, health and wellness, better attendance,</p>			

			and improved social behaviors. Stipends for 10 teachers to teach extended learning opportunity camps from October 2023 to April 2024. Stipends will be paid at \$40/hour. There will be approximately 100 students for a 10:1 teacher ratio. ELO Student Camp Time: October 2023-April 2024 = 24 weeks ELO Stipends: 2 hours/week x 24 weeks = 48 hours ELO Stipends: 10 teachers x 48 hours x \$40/hour = \$19,200			
	5100	210	3301 - Endeavour Primary Learning Center	UniSIG		\$8,523.00
			Notes: Retirement: Resource Teacher			
	5100	220	3301 - Endeavour Primary Learning Center	UniSIG		\$4,805.00
			Notes: FICA (Social Security): Resource Teacher			
	5100	230	3301 - Endeavour Primary Learning Center	UniSIG		\$10,633.00
			Notes: Health Insurance: Resource Teacher			
	5100	240	3301 - Endeavour Primary Learning Center	UniSIG		\$629.00
			Notes: Workers Compensation: Resource Teacher			
	5100	250	3301 - Endeavour Primary Learning Center	UniSIG		\$51.00
			Notes: Unemployment: Resource Teacher			
	5100	220	3301 - Endeavour Primary Learning Center	UniSIG		\$1,469.00
			Notes: FICA (Social Security): ELO Stipends			
	5100	240	3301 - Endeavour Primary Learning Center	UniSIG		\$192.00
			Notes: Workers Compensation: ELO Stipends			
	5100	250	3301 - Endeavour Primary Learning Center	UniSIG		\$16.00
			Notes: Unemployment: ELO Stipends			
	5100	510	3301 - Endeavour Primary Learning Center	UniSIG		\$234.00
			Notes: Classroom/Student supplies Classroom supplies to support reading and mathematics instruction: chart tablets.			
	6300	160	3301 - Endeavour Primary Learning Center	UniSIG		\$1,100.00
			Notes: School Support - Provide supplemental oversight and direct support to designated UniSIG school to ensure proper FLDOE, UniSIG and/or District policies and procedures are being adhered to and implemented.			
					Total:	\$163,875.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No