

Seminole County Public Schools

Endeavor School



2023-24

Schoolwide Improvement Plan (SIP)

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Endeavor School

3010 OLD LAKE MARY RD, Lake Mary, FL 32746

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0311>

School Board Approval

This plan was approved by the Seminole County School Board on 10/24/2023.

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.

Our mission is to ensure that all students acquire the knowledge, skills, and social emotional growth to be successful in their community.

Provide the school's vision statement.

Endeavor School aligns with Seminole County Public Schools vision to be a premier school district in the State of Florida and to be recognized nationally for high standards, academic performances, and offering students customized educational pathways 24/7/365.

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
Harshman, Paul	Principal	Execute, Delegate, and Observe implementation of the interventions and approaches to fulfill SIP goals for the 23-24 School Year
Russo, Grace	Assistant Principal	Assist the Principal in his mission to execute, Delegate, and Observe implementation of the interventions and approaches to fulfill SIP goals for the 23-24 School Year

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.

Endeavor holds School Advisory Council meetings monthly and involves stakeholders in the development of monthly agenda items and the development and implementation the School Improvement Plan.

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 will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards through the SCPS early warning

system as well as SCPS required assessments. Endeavor will revise the plan as necessary through the analysis of data during the School Advisory Committee meetings as well as the MTSS meetings and Professional Learning Communities ensuring all stakeholders are able to give revision input.

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)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	70%
2022-23 Economically Disadvantaged (FRL) Rate	72%
Charter School	No
RAISE School	No
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)	Students With Disabilities (SWD)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: UNSATISFACTORY 2017-18: UNSATISFACTORY 2016-17: UNSATISFACTORY
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	0	0	1	0	0	1	1	3	2	8
One or more suspensions	0	0	1	0	0	1	4	5	3	14
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	0	0	1
Course failure in Math	0	0	0	0	0	0	1	0	0	1
Level 1 on statewide ELA assessment	0	0	0	0	0	1	3	3	2	9
Level 1 on statewide Math assessment	0	0	0	0	0	2	3	3	2	10
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	2	0	0	0	2

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	0	0	0	0	0	2	4	5	2	13

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

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
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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 school days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	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*	6	66	53	0	69	55	4		
ELA Learning Gains				27			26		
ELA Lowest 25th Percentile									
Math Achievement*	9	67	55	14	48	42	10		
Math Learning Gains				45			39		
Math Lowest 25th Percentile									
Science Achievement*		61	52	8	63	54	8		
Social Studies Achievement*		78	68	8	63	59	7		
Middle School Acceleration		76	70		49	51			
Graduation Rate		71	74		64	50			
College and Career Acceleration		35	53		83	70			
ELP Progress		60	55		79	70			

* 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	8
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	15
Total Components for the Federal Index	2
Percent Tested	77
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	17

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	102
Total Components for the Federal Index	6
Percent Tested	75
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	10	Yes	4	4
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL	4	Yes	4	4

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	23	Yes	3	3
ELL				
AMI				
ASN				
BLK				
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	8	Yes	3	3

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	6			9								
SWD	7			12							2	
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL	0			7							2	

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	0	27		14	45		8	8				
SWD	0	27		20	45							
ELL												
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												
HSP												
MUL												
PAC												
WHT												
FRL	0			15								

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	4	26		10	39		8	7				
SWD	4	26		10	39		8	7				
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	8	25		20								
FRL	5	32		6	36		9	0				

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
10	2023 - Spring	*	55%	*	50%	*
07	2023 - Spring	*	53%	*	47%	*

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	50%	*	47%	*
09	2023 - Spring	*	54%	*	48%	*
06	2023 - Spring	*	52%	*	47%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	66%	*	54%	*
07	2023 - Spring	*	67%	*	48%	*
08	2023 - Spring	*	31%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	55%	*	44%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	54%	*	50%	*

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	53%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	68%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	71%	*	66%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	69%	*	63%	*

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.

The majority of the students at Endeavor score below proficiency in ELA and Math. Spring 2023 FAST and EOC ELA data reflects 88.9% of students scoring at level 1, 5.6% at level 2, and 5.6% at level 3. Math data reflects 94.7% at level 1 and 5.3% at level 2. As a separate day school requiring referral and recommendation for placement from zone schools, all students have significant emotional and behavioral challenges and the majority of students are significantly behind academically. As student behavior and academics improve, students are then recommended for mainstreaming back to their zone school. Contributing factors for low performance include significant changes to the teaching staff, student truancy and attendance challenges, and the fact that students showing the greatest gains academically and behaviorally are then mainstreamed to a zone school and therefore their academic gains are not reported in Endeavor School data.

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

Although no data components showed a significant decline, the majority of students are below proficiency in ELA and Math. ELA and Math proficiency data closely aligned with data reported in the past.

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.

Much of Endeavor's population is composed of students classified under the category of economically disadvantaged. All of Endeavor's students are Exceptional Education students with significant emotional and behavioral challenges requiring an Individual Education Plan. Endeavor School's Federal Percent of Points Index reflects deficiencies in achievement and learning gains for students with disabilities and economically disadvantaged students. Contributing factors for low performance include significant changes to the teaching staff, student truancy and attendance challenges, and the fact that students showing the greatest gains academically and behaviorally are then mainstreamed to a zone school and therefore their academic gains are not reported in Endeavor School data.

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

2022 data reflected significant learning gains in ELA and Math resulting in improving from "Needs Improvement" to "Maintaining". These gains are a direct reflection of the focus and efforts made with regards to intensive instruction and remediation in Reading and Math.

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

Student attendance and on-grade level performance in ELA and Math

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

1. Connections with Families to increase and improve student attendance
2. Retain teachers by
 - Providing teachers with ongoing actionable instructional feedback
 - Providing ongoing professional development for all staff that focuses on the Art and Science of Teaching, Project based and high engagement learning, and instructional best practices.
 - Providing ongoing professional development that focuses on behavior intervention, classroom managements, trauma informed care, and restorative practices.
3. Enhance and expand career and vocational opportunities and programs to increase student engagement in school and prepare for post-secondary readiness.
4. Explore, develop, and implement new technology to enhance instruction, engage students in academics, gather information, and communicate knowledge.
5. Focus on integrating subject areas and incorporating life skills to meet the students needs and interests.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

Endeavor School strives to retain teachers through building positive and supportive relationships. Creating a team environment where teachers are happy to be a part of through Restorative Practice. In addition, Endeavor will provide professional developments specific to the population of students we serve, along with meaningful feedback for teacher growth.

Measurable Outcome:

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

Endeavor will see an increase in teacher performance as seen through the iObservation indicators. Endeavor will also increase the relationship/positive culture indicator on the SCPS Climate Survey.

Monitoring:

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

Administration will review iObservation feedback for growth 1 time per month. Restorative practices will be used to monitor culture and climate 1 time per month.

Person responsible for monitoring outcome:

Paul Harshman (paul_harshman@scps.k12.fl.us)

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.)

Restorative Practice and professional developments based on the Art and Science of Teaching.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Restorative practice will strengthen ties between teachers and administration and teachers will each other resulting in retention. Professional developments aligned with the Art and Science of Teaching will give the teachers evidence based strategies to develop student's knowledge and skills.

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 4 - Demonstrates a Rationale

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.

Professional Developments Scheduled and executed

Person Responsible: Paul Harshman (paul_harshman@scps.k12.fl.us)

By When: ongoing

Restorative Practice Circles

Person Responsible: Grace Russo (grace_russo@scps.k12.fl.us)

By When: ongoing

Meaningful feedback given and discussed with teacher

Person Responsible: Paul Harshman (paul_harshman@scps.k12.fl.us)

By When: ongoing

#2. 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.

Much of Endeavor's population is composed of students classified under the category of economically disadvantaged. Endeavor School's Federal Percent of Points Index reflects deficiencies in achievement and learning gains for students with disabilities and economically disadvantaged students.

Measurable Outcome:

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

Increase achievement and learning gains for students with disabilities and economically disadvantaged students, increase in attendance from students with low attendance, evidence of school social worker support provided to students and families.

Monitoring:

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

SCPS Early Warning Systems will be used to monitor student academic progress and attendance. Student Support Services will provide evidence of Social Worker support.

Person responsible for monitoring outcome:

Paul Harshman (paul_harshman@scps.k12.fl.us)

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.)

Lessons aligned to B.E.S.T at grade level complexity with ongoing feedback loop between leadership and teacher, students and teachers, and student with students and PLC focused on relationship building data, instructional planning, and student evidence of learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Standards based lessons differentiated to meet the needs of these specific students groups and data driven deliberate action planning will improve achievement and learning gains for students. This strategy is aligned to having high expectations for all learning and teachers.

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 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

Endeavor School strives to provide every student with support and resources needed to be successful. Endeavor staff will monitor and evaluate the needs of our students on daily basis and support and provide every resource possible to address those needs. Monitoring will take place through the MTSS process and meetings as well as the Social worker.

Person Responsible: Paul Harshman (paul_harshman@scps.k12.fl.us)

By When: Ongoing professional development and professional learning communities have been established to provide a continual focus on building relationships, supporting families, as well as provide academic and behavioral interventions and best practices. Evidence of success will be an increase in attendance and academic growth.

ELA and Math monitoring will take place through progress monitoring assessments and tracking of iReady progress. Interventions and individualized support will be provided through ELA and Math classes as well as through a separate intensive reading course.

Person Responsible: Paul Harshman (paul_harshman@scps.k12.fl.us)

By When: Ongoing monitoring and support will be provided throughout the school year.

#3. ESSA Subgroup specifically relating to Students with Disabilities

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.

Endeavor School will focus on expanding and enhancing the career and vocational program through instruction and hands on learning to meet the needs and interest of the students.

Measurable Outcome:

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

Endeavor School will expand the career and vocational program by adding life skills instruction and a resource center as seen by changes on campus/ classrooms.

Monitoring:

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

Career and Vocational professional learning community will be created, weekly meetings will be documented, and changes monitored monthly by administration.

Person responsible for monitoring outcome:

Paul Harshman (paul_harshman@scps.k12.fl.us)

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.)

Aligning lessons to career and vocational standards and differentiating them based on the students interests and needs according to their current Individualized Education Plan.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

At Endeavor School the students are supported based on their current level, needs, and future goals. Each student has an Individual Education Plan that addresses those levels and needs. Teachers will work with students to align their learning to achieve the goals on their Individualized Education Plan.

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 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

Resources and Professional development need to be acquired for specific areas of focus and life skills. These items and knowledge will then be implemented throughout campus and classrooms

Person Responsible: Paul Harshman (paul_harshman@scps.k12.fl.us)

By When: May 2024

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)).

In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned (i.e., Title I, Part A, UniSIG).

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.

Endeavor's small population allows for easy dissemination of the SIP. During Curriculum Night in September Parents will receive a folder with the SIP as well as other Title I information. Folders in Spanish will be available upon request. In addition, parents will have copies available to them to take home when stopping by the Title I desk in the front office.

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))

Endeavor School will use Restorative Practice to make connections and build relationships with parents, families and other community stakeholders. In addition, the school will hold parent engagement nights that will provide the opportunity for connections and resources to support our students needs.

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)

Professional Development for teachers and school leaders will focus on resources available to support students and families and professional learning communities focused on social emotional needs, life skills, relationship building, and restorative practices.

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))

An area of focus for Endeavor School is to incorporating life skills to meet the students' needs and interests including career and vocational education. Teachers will receive professional developments along with resources needed to develop lessons focused on career and vocational Education.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Endeavor School has a mental health counselor, full-time social worker, full-time school psychologist, as well as behavior technicians. The school has created a behavior support team that responds to crisis behaviors and provide specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. Endeavor school is also participating in SCPS Behavior Academy to improve and refine these services.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Endeavor School offers coursework to students to introduce them to postsecondary opportunities and the skills needed for the workforce. Endeavor has plans to expand the program.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Students who are not responding to the Tier 1 school behavior interventions will receive more individualized and intense interventions from the behavior support team in accordance with the SCPS tiering model and their individualized Behavior Intervention Plan.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional Development for teachers and school leaders will focus on resources available to support students and families and professional learning communities focused on social emotional needs, life skills, relationship building, and restorative practices.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

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: Positive Culture and Environment: Teacher Retention and Recruitment				\$23,088.63
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	120	0311 - Endeavor School	UniSIG		\$10,360.00
			<i>Notes: Standards-Based Planning/Curriculum Support, Teacher Extended Contract for Quarterly PLCs and Summer Planning (14 teachers x est. \$37/hr x 20 hours each)</i>			
	6300	210	0311 - Endeavor School	UniSIG		\$1,405.00
			<i>Notes: Benefits, Retirement (13.57%) - Teacher Extended Contract (PLC/Planning)</i>			
	6300	220	0311 - Endeavor School	UniSIG		\$793.00
			<i>Notes: Benefits, Social Security/Medicare (7.65%) - Teacher Extended Contract (PLC/Planning)</i>			
	6300	240	0311 - Endeavor School	UniSIG		\$41.00
			<i>Notes: Benefits, Workers Compensation (0.39%) - Teacher Extended Contract (PLC/Planning)</i>			
	6300	120	0311 - Endeavor School	UniSIG		\$6,105.00
			<i>Notes: Student Study Team Data Deep Dive and Planning Quarterly Extended Contract (5 staff x est. \$37/hr x 33 hours each)</i>			
	6300	210	0311 - Endeavor School	UniSIG		\$828.00
			<i>Notes: Benefits, Retirement (13.57%) - Teacher Extended Contract (Student Study Team)</i>			
	6300	220	0311 - Endeavor School	UniSIG		\$467.00
			<i>Notes: Benefits, Social Security/Medicare (7.65%) - Teacher Extended Contract (Student Study Team)</i>			
	6300	240	0311 - Endeavor School	UniSIG		\$24.00
			<i>Notes: Benefits, Workers Compensation (0.39%) - Teacher Extended Contract (Student Study Team)</i>			
	6400	160	0311 - Endeavor School	UniSIG		\$2,520.00
			<i>Notes: Paraprofessional Extended Contract, Training (14 staff x est. \$18/hr x 10 hours each)</i>			
	6400	210	0311 - Endeavor School	UniSIG		\$342.63
			<i>Notes: Benefits, Retirement (13.57%) - Paraprofessional Extended Contract (Training)</i>			
	6400	220	0311 - Endeavor School	UniSIG		\$193.00
			<i>Notes: Benefits, Social Security/Medicare (7.65%) - Paraprofessional Extended Contract (Training)</i>			
	6400	240	0311 - Endeavor School	UniSIG		\$10.00
			<i>Notes: Benefits, Workers Compensation (0.39%) - Paraprofessional Extended Contract (Training)</i>			
2	III.B.	Area of Focus: ESSA Subgroup: Economically Disadvantaged				\$14,566.54
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

	5100	510	0311 - Endeavor School	UniSIG		\$13,159.00
			<i>Notes: Reading Mastery/Corrective Reading books and materials, \$3,808; Connecting Math Concepts/Essentials for Algebra materials, \$6,352; Revelations in Education - 180 days of Educational Neuroscience, \$2,999</i>			
	5100	510	0311 - Endeavor School	UniSIG		\$89.34
			<i>Notes: Materials/supplies to support delivery of classroom instruction: Noise Cancelling Headphones (Six @ \$14.89/set)</i>			
	6400	330	0311 - Endeavor School	UniSIG		\$1,318.20
			<i>Notes: Innovative Schools Summit, Orlando 3/7/24-3/10/24 - Registration \$695 each x 4 staff (1.0 School Counselor Innovative Counseling Track, 1.0 School Social Worker Social Emotional Learning Forum, 1.0 School Psychologist School Discipline Conference Track, 1.0 Teacher Mentor Innovative Teaching Track); Travel - Mileage for 4 staff to attend Innovative Schools Summit Orlando 3/7/24-3/10/24 (\$0.655/mile x 90 miles round trip per day x 4 staff for 4 days) [Split fund with district allocation]</i>			
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$8,040.83
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5300	510	0311 - Endeavor School	UniSIG		\$1,148.00
			<i>Notes: SafeServe Food Certification - Resource books with online certification, \$114.75 x 10 students</i>			
	5300	390	0311 - Endeavor School	UniSIG		\$3,008.00
			<i>Notes: SafeServe Food Certification - Food Handler Exam, \$15 ea x 10 students; Industry Certification Exam, \$250 ea x 10 students; Online Proctor Fee, \$179 ea x 2 proctors</i>			
	5300	510	0311 - Endeavor School	UniSIG		\$2,827.00
			<i>Notes: Vocational Program Supplies - 3 Tier Cart, \$423; Stainless Cart Top, \$164; Ice Caddy, \$419; Cold Brew Dispenser, \$242 ea x 3; Steel Double Jigger, \$3.40 ea x 12 = \$41; Ice scoop, \$6.84 ea x 3; Panel Kit, \$277; Banner stand, \$516; Dispenser wrap, \$79.99 x 3</i>			
	5300	510	0311 - Endeavor School	UniSIG		\$1,057.83
			<i>Notes: Culinary Program Supplies: Cookware set, \$179.99; Miscellaneous consumable supplies to include utensils(\$49.99), hand mixer(\$59.95), food processor (199.99), panini maker (\$44.99), griddle (\$44.99), air fryer(179.99), crockpot (\$79.99), bowls(\$39.99), storage containers (\$67.99), cookie sheets (\$34.99), baking pans (\$59.99), plastic knife set (14.99)</i>			
					Total:	\$45,696.00

Budget Approval

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

No