Seminole County Public Schools

ENDEAVOR SCHOOL

2024-25 Schoolwide Improvement Plan

Table of Contents

School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Jakob Jarzynka

Position Title
Principal

Job Duties and Responsibilities

Execute, Delegate, and Observe implementation of the interventions and
approaches to fulfill SIP goals for the 24-25 School Year

Leadership Team Member #2

Employee's Name
Grace Russo

Position Title
Assistant Principal

Job Duties and Responsibilities

Assist the Principal in his mission to execute, Delegate, and Observe implementation of the interventions and approaches to fulfill SIP goals for the 24-25 School Year

Leadership Team Member #3

Employee's Name
Amy Kruse

Position Title
Assistant Principal

Job Duties and Responsibilities

Assist the Principal in his mission to execute, Delegate, and Observe implementation of the interventions and approaches to fulfill SIP goals for the 24-25 School Year

Leadership Team Member #4

Employee's Name
Clayton Crow

Position Title
School Psycologist

Job Duties and Responsibilities

Assist the Administration Team in the mission to execute, Delegate, and Observe implementation of the interventions and approaches to fulfill SIP goals for the 24-25 School Year

Leadership Team Member #5

Employee's Name
Nathan Gilmore

Position Title
Instructional Coach

Job Duties and Responsibilities

Assist the Administration Team in the mission to execute, Delegate, and Observe implementation of the interventions and approaches to fulfill SIP goals for the 24-25 School Year

Leadership Team Member #6

Employee's Name
Shannon Lafoy

Position Title
Counselor

Job Duties and Responsibilities

Assist the Administration Team in the mission to execute, Delegate, and Observe implementation of the interventions and approaches to fulfill SIP goals for the 24-25 School Year

Leadership Team Member #7

Employee's Name
Matthew Tomaszewski

Position Title
Teacher / Title 1 Coordinator

Job Duties and Responsibilities

Assist the Administration Team in the mission to execute, Delegate, and Observe implementation of the interventions and approaches to fulfill SIP goals for the 24-25 School Year

Leadership Team Member #8

Employee's Name
Bailey Hocker

Position Title
Teacher

Job Duties and Responsibilities

Assist the Administration Team in the mission to execute, Delegate, and Observe implementation of the interventions and approaches to fulfill SIP goals for the 24-25 School Year

Leadership Team Member #9

Employee's Name
Kristen Howell

Position Title
BCBA

Job Duties and Responsibilities

Assist the Administration Team in the mission to execute, Delegate, and Observe implementation of the interventions and approaches to fulfill SIP goals for the 24-25 School Year

C. Stakeholder Involvement and Monitoring

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. *(ESEA 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 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 though 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.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **KG-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**SPECIAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**66.7%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**85.7%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)***
SCHOOL IMPROVEMENT RATING HISTORY	**2023-24:** **2022-23: *** **2021-22: MAINTAINING** **2020-21:** **2019-20:**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days				2		1		3	2	8
One or more suspensions				1	2	1		3	4	11
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment						1		4	3	8
Level 1 on statewide Math assessment						1	1	3	3	8
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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				1	1	1		4	4	11

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

Prior Year (2023-24) As Last 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 school days			1			1	1	3	2	8
One or more suspensions			1			1	4	5	3	14
Course failure in ELA							1			1
Course failure in Math							1			1
Level 1 on statewide ELA assessment						1	3	3	2	9
Level 1 on statewide Math assessment						2	3	3	2	10
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										2

Prior Year (2023-24) As Last Reported (pre-populated)

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	4	5	2	13

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	18	72	58	6	66	53	0	69	55
ELA Grade 3 Achievement **		75	59		66	56			
ELA Learning Gains		67	59			27			
ELA Learning Gains Lowest 25%		62	54						
Math Achievement *	0	73	59	9	67	55	14	48	42
Math Learning Gains		69	61			45			
Math Learning Gains Lowest 25%		65	56						
Science Achievement *		60	54	8	61	52	8	63	54
Social Studies Achievement *		88	72	8	78	68		63	59
Graduation Rate		72	71		71	74		64	50
Middle School Acceleration		79	71		76	70		49	51
College and Career Readiness		35	54		35	53		83	70
ELP Progress		73	59		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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	9%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	18
Total Components for the FPPI	2
Percent Tested	94%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
9%	8%	17%	16%		16%	7%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 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%
Students With Disabilities	9%	Yes	5	5

	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%
Students With Disabilities	10%	Yes	4	4
Economically Disadvantaged Students	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%
Students With Disabilities	23%	Yes	3	3
English Language Learners				

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%
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	8%	Yes	3	3

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	18%			0%									
Students With Disabilities	18%			0%									

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%								
Students With Disabilities	7%				12%								
Economically Disadvantaged Students	0%				7%								

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%				
Students With Disabilities	0%		27%		20%	45%							
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	0%		15%										

E. 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.

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
2023-24 SPRING						
Ela	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Ela	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Science	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Science	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Civics		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Although no data components showed a significant improvement, 8 of 11 students made gains in ELA, 3 out of 10 made gains in Math and 2 out of 10 maintained.

Lowest Performance

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

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

Greatest Decline

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.

Greatest Gap

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.

EWS Areas of Concern

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

Students with 2 or more indicators are a potential area of concern for Endeavor

Highest Priorities

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 and achievement
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, while focusing on integrating subject areas and incorporating life skills to meet the students' needs and interests..
4. Explore, develop, and implement new technology to enhance instruction, engage students in academics, gather information, and communicate knowledge.
5. Implement engaging and relevant programs that connect academic learning to real-world applications and career opportunities, to specifically increase student attendance

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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 due to these challenges. Endeavor will focus on behavior, attendance, and quality instruction for the Students with Disabilities. Endeavor will focus on graduation requirements for eligible students. With an instructional coaching and collaborative planning focus Endeavor will promote a structured and engaging learning atmosphere, ensuring that all students have the opportunity to succeed academically and develop essential life/social skills.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Spring 2024 FAST and EOC ELA data reflects
Math data reflects 3 out of 10 students made gains 9 students were at level 1 and 1 student maintained a level 2.
ELA data reflects 8 of 11 students made gains and majority at a level 1.

75% of students tested at Endeavor will make a learning gain in ELA. 50% of students tested at Endeavor will make a learning gain in Math.

Student's that are at Endeavor from August- May will show growth on the 2025 Spring FAST ELA and MATH

Endeavor will reduce chronic absenteeism by increasing connections and communication with families

80% of students at Endeavor will participate in the MINGA PBIS system by earning and redeeming points to increase positive behavior in the classroom and school campus.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Endeavor will use the FAST progress monitoring assessments as ongoing monitoring for this Area of Focus. Students will be tested in a small setting based strategically on their behavior, they will be encouraged to give effort in order to get accurate starting and growth points.

Students growth will also be monitored through district and classroom assessments. After data reviews, instruction will be adjusted to meet the level and needs of the students to ensure growth.

Administration and Support Staff will monitor attendance by reaching out to families directly when a trend of absences has occurred. Ongoing monitoring of attendance and calling home helps increase student attendance by identifying and addressing issues early, providing support and accountability, and engaging parents in their child's educational progress.

Minga is an app that tracks student behaviors by notifying home when behaviors occur as well as when students earn praise for specific expected behaviors. By providing real-time updates to parents, the app fosters a collaborative approach to managing and improving student behavior. Through the consistent use and monitoring of this app, we expect not only a decrease in negative behaviors but also an increase in positive behaviors, leading to a more conducive learning environment. Additionally, the app's ability to recognize and reward expected behaviors can motivate students to adhere to school norms and expectations, ultimately enhancing overall school culture and student engagement.

 By systematically connecting the insights gained from walkthroughs with student performance data, administrators will make informed decisions about where instructional supports are most needed.

Person responsible for monitoring outcome

Jacob Jarzynka (Principal) Amy Kruse (Assistant Principal) Grace Russo (Assistant Principal) Milca Journet (Social Worker) Clayton Crow(School Psychologist)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

Description of Intervention #1:

ALL Levels- Content Area Reading, Achieve 3000, Corrective Reading, and Reading Mastery Saavas, Math Nation, Data folders, PD with District personnel for best practices

Rationale:

All Levels - ELA - A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan. The following evidence-based interventions are available to support students based upon the area of need of the individual student: iReady, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project. All Levels - Math- All the listed interventions have research-based evidence for efficacy.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

High Quality Instruction

Person Monitoring:	**By When/Frequency:**
Jacob Jarzynka (Principal) Amy Kruse (Assistant Principal) Grace Russo (Assistant Principal) Milca Journet (Social Worker) Clayton Crow(School Psychologist)	5/1/2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Hold regular PLC meetings with meaningful topics, Professional Development Implement Curriculum project with fidelity, Implement Data Books across all subjects. Endeavor will monitor through Data Book analysis during PLC's, ongoing conversations with teachers, department meetings.

Action Step #2

Behavior

Person Monitoring:	**By When/Frequency:**
Jacob Jarzynka (Principal) Amy Kruse (Assistant Principal) Grace Russo (Assistant Principal) Milca Journet (Social Worker) Clayton Crow(School Psychologist)	5/1/2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement Minga, PBIS for students and staff, Complete conditions for learning/Restorative Practice professional developments and fidelity checks Behavior Management will be monitored through Minga system through data reports, and analyzed during PLC's.

Action Step #3
Attendance

Person Monitoring:
Jacob Jarzynka (Principal) Amy Kruse (Assistant
Principal) Grace Russo (Assistant Principal) Milca
Journet (Social Worker) Clayton Crow(School
Psychologist)

By When/Frequency:
5/1/2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monitor attendance following SCPS protocol, Make phone calls and home visits when necessary.
Monitoring will also be done with Professional development admin / leadership meetings, department
meetings, and collaboration with teachers

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student
learning, and a rationale explaining how it was identified as a crucial need from the prior year data
reviewed.

All Levels- PBIS focuses on teaching students appropriate behaviors and providing them with the
support they need to succeed socially, emotionally, and academically. By creating a positive and
predictable environment, students can focus more on learning rather than on behavioral disruptions.
23-24 attendance data reflects the need for interventions to decrease unexcused absences.
Endeavor is a school for students with behavior challenges, therefore it is designed to provide
intensive supports to help students learn behavior skills. In addition to PBIS, all students receive
social skills direct instruction and have Individual Behavior plans.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for
each relevant grade level. This should be a data-based, objective outcome.

At least 80% of students at Endeavor will participate in the MINGA PBIS system by earning and
redeeming points to increase positive behavior in the classroom and school campus.

Monitoring

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

how ongoing monitoring will impact student achievement outcomes.

The school will monitor the impact of the Minga app implementation through several key strategies: conducting regular reviews of the data collected by the app, focusing on trends in student behavior, attendance, and the frequency of positive and negative incidents and periodically surveying teachers, students, and parents to gather feedback on the app's effectiveness and its impact on student behavior and engagement. The school will monitor the impact of these trainings through ongoing observations and qualitative data regarding classroom dynamics, student interactions, and the overall learning environment.

Person responsible for monitoring outcome
Clayton Crow (BCBA), Amy Kruse (Assistant Principal), M. Journey (SSW), Jakob Jarzykna (Principal)

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
All levels- State statute requires that school teams shall be diligent in facilitating intervention services and make all reasonable efforts to resolve nonattendance behavior. Using the MTSS problem-solving model, teams are responsible for providing and monitoring appropriate interventions for individual students. To ensure students are provided with the necessary resources and interventions, schools should form comprehensive teams with clear roles and responsibilities.

Rationale:
All levels-Through the use of evidence-based intervention supports, schools invest in fostering a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and families, mitigating student failure.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:

Action Step #1
Implement MINGA and train staff on utilizing Minga for Data collection and reinforcement

Person Monitoring:	**By When/Frequency:**
Clayton Crow (BCBA) and Amy Kruse (Assistant Principal)	

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Staff will receive training on the Minga interface and on tracking and analyzing data based on teacher inputs. With this training, teachers will be better equipped to monitor student behavior in real-time, identify patterns, and implement targeted interventions. By using data-driven insights, teachers can address behavioral issues promptly, reinforce positive behaviors, and create a more supportive learning environment. The school will monitor the impact of the Minga app implementation through several key strategies: conducting regular reviews of the data collected by the app, focusing on trends in student behavior, attendance, and the frequency of positive and negative incidents and periodically surveying teachers, students, and parents to gather feedback on the app's effectiveness and its impact on student behavior and engagement.

Action Step #2

Hold school wide trainings on conditions for learning, including the new consequence hierarchy, and restorative practice

Person Monitoring:	**By When/Frequency:**
Clayton Crow (BCBA), Amy Kruse (Assistant Principal), M. Journey (SSW)	

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Hold school wide trainings on conditions for learning to discuss best practices for classroom management, introduce the new consequence hierarchy, and teach teachers how to utilize restorative practice techniques in their classrooms. The school will monitor the impact of these trainings through ongoing observations and qualitative data regarding classroom dynamics, student interactions, and the overall learning environment.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods
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. (ESEA 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 Family engagement events 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.
https://endeavor.scps.k12.fl.us/

Positive Relationships With Parents, Families and other Community Stakeholders
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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Endeavor School will use Restorative Practice, PBIS, and MINGA 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.

https://endeavor.scps.k12.fl.us/

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 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.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Endeavor School will incorporate life skills/ social 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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

Endeavor School has a mental health counselor, full-time social worker, full-time school psychologist, instructional coach, as well as registered 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.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 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 continue to expand the program.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 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.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii(V)).

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.

Strategies to Assist Preschool Children

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

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

 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

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

All levels at Endeavor will use Content Area Reading, Achieve 3000, Corrective Reading, and Reading Mastery, Saavas, Math Nation, Data folders, PD with District personnel for best practices. All Levels - ELA - A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan. The following evidence-based interventions are available to support students based upon the area of need of the individual student: iReady, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project. All Levels - Math- All the listed interventions have research-based evidence for efficacy.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Indirect Costs	Indirect Costs	7200/792	UNISIG	0.0	2,668.40
Indirect costs (excluding equipment) at FDOE approved rate for 2024/2025, 2.95%					
Total					2,668.40
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5200/210	UNISIG	0.0	2,172.38
Retirement (14.11%), Paraprofessional.					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5200/160	UNISIG	1.0	15,438.88
Paraprofessional, 1.0 FTE (Late November- May 2025). This position will support academic growth of students in both Math and ELA. Using student specific data, this individual will implement instructional strategies to ensure student learning gains.					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5200/220	UNISIG	0.0	1,181.07
Social Security/Medicare (7.65%), Paraprofessional.					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5200/230	UNISIG	0.0	6,110.00
Health/Life Insurance Benefit ($9,400 flat rate per 1.0 FTE annually), Paraprofessional.					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5200/240	UNISIG	0.0	54.04
Worker's Compensation (0.35%), Paraprofessional.					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5200/390	UNISIG	0.0	927.60
Transportation via school bus (field trip rate, $38.65/hr) to 'The Stack'. The Stack is a SCPS facility that teaches student's life skills aligned to their learning needs. This facility itself does not cost funds to attend however students do need transportation to the facility. These funds would be used to get school personnel and students to The Stack on a regular basis to intensify the learning already happening in their classrooms. $38.65/hr x 24 hrs = $927.60; anticipated 2 hrs per day across 12 days in the school year. Each trip will support 4-6 students.					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5200/510	UNISIG	0.0	620.00
Educational materials - Speed Stacks. Bundle includes 6 stackmats and timers, 36 jumbo cups and access to interactive video lessons. This program will assist in developmental skills of students, such as learning basic patterns.					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5200/390	UNISIG	0.0	1,855.20

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Field trip transportation via school bus (field trip rate, $38.65/hr). 6 buses, 8 hrs.	ESSA Subgroups - Students With Disabilities (SWD)	5200/390	UNISIG	0.0	1,466.25
Areas of Focus *Field trip admission costs. To enhance learning through hands-on experiences for this student population, students will participate in a guided zoo experience at the Central Florida Zoo (Sanford, FL). Student tickets (45), $17.95 each; Chaperone/Staff tickets (30), $21.95 each.*	ESSA Subgroups - Students With Disabilities (SWD)	5300/399	UNISIG	0.0	1,500.00
Areas of Focus *Career & Technical Program - TV Production Studio; Installation costs. As one of the highest priorities within the SIP for 24/25, Endeavor will focus on the enhancement of career and vocational opportunities and programs to increase student engagement in school and preparation for post-secondary readiness. These CTE programs will incorporate subject area and life skills across the curriculum. UniSIG funding will allow the school to offer TV production coursework, to include the addition of the morning news and other school-related programming.*	ESSA Subgroups - Students With Disabilities (SWD)	5300/510	UNISIG	0.0	1,434.89
Areas of Focus *Career & Technical Program - TV Production Studio; Materials/Supplies. As one of the highest priorities within the SIP for 24/25, Endeavor will focus on the enhancement of career and vocational opportunities and programs to increase student engagement in school and preparation for post-secondary readiness. These CTE programs will incorporate subject area and life skills across the curriculum. UniSIG funding will allow the school to offer TV production coursework, to include the addition of the morning news and other school-related programming. Materials and supplies to support this effort will include: surge protectors, various HDMI cables, microphones, microphone cables, audio cables, USB-C cables, bulbs, and a monitor mount.*	ESSA Subgroups - Students With Disabilities (SWD)	5300/640	UNISIG	0.0	6,043.65
Areas of Focus *Career & Technical Program - TV Production Studio; Equipment. As one of the highest priorities within the SIP for 24/25, Endeavor will focus on the enhancement of career and vocational opportunities and programs to increase student engagement in school and preparation for post-secondary readiness. These CTE programs will incorporate subject area and life skills across the curriculum. UniSIG funding will allow the school to offer TV production coursework, to include the addition of the morning news and other school-related programming. Equipment to support this effort will include: HD Studio Camcorder (2 at $800 each = $1,600), Desktop Computer with Dual Monitors ($1,827.65), Digital Audio Mixer ($177), UPS battery back-up ($190), Dual Teleprompter System ($1,500), and Program Monitor ($450).*	ESSA Subgroups - Students With Disabilities (SWD)	6300/120	UNISIG	0.0	21,414.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Areas of Focus *Extended Contract for Endeavor staff to participate in guided lesson planning supports. This activity will include paraprofessionals, classroom teachers, school counselor and assistant principals.*	ESSA Subgroups - Students With Disabilities (SWD)	6300/220	UNISIG	0.0	1,637.00
Areas of Focus *Social Security/Medicare (7.65%), Extended Contract.*	ESSA Subgroups - Students With Disabilities (SWD)	6300/240	UNISIG	0.0	75.00
Areas of Focus *Worker's Compensation (0.35%), Extended Contract.*	ESSA Subgroups - Students With Disabilities (SWD)	6300/210	UNISIG	0.0	3,020.00
Areas of Focus *Retirement (14.11%), Extended Contract.*	ESSA Subgroups - Students With Disabilities (SWD)	5200/510	UNISIG	0.0	1,039.05
Areas of Focus *Educational materials/supplies to support student learning and collaboration. Items include index cards, storage cart, stackable storage bins, pencil pouches, adhesive dots, handheld clicker counter, solar system plush marble maze, gel aquarium, ribbed peanut ball.*	ESSA Subgroups - Students With Disabilities (SWD)	6400/330	UNISIG	0.0	27,009.00
Areas of Focus *Conference registration and travel. Professional learning experiences for administrators and staff at Endeavor to enhance instructional practice. Conferences have been selected to align with the SIP areas of focus and the specific needs of the student population at the school.* *Innovative Schools Summit - Chicago, IL [11/6/24-11/9/24] - Registration (4): $750 x 4 = $3,000; Hotel: $289/night (estimated) = $4,626; Flight: $300/each (estimated) = $1,200; Per diem: $46/day per staff = $920 Learning Forward Annual Conference - Denver, CO [12/8/ 24-12/11/24] - Registration (3): $1,250 x 3 = $3,750; Hotel: $300/night (estimated) = $2,700; Flight: $300/each (estimated) = $900; Per diem: $46/day per staff = $690 Council for Exceptional Children - Baltimore, MD [3/12/25-3/15/25] - Registration (5): $479 x 5 = $2,395; Hotel: $209/night (estimated) = $4,180; Flight: $300/each (estimated) = $1,500; Per diem: $46/day per staff = $1,150*	ESSA Subgroups - Students With Disabilities (SWD)				
Positive Culture and Environment *School-Connect site license; expires 7/30/2025. This curriculum focuses on building and sustaining positive behaviors within the student population. The use of this curriculum aligns to Endeavor's SIP Area of Focus – Positive Culture and Environment, Positive Behavior, and Intervention System activity. From the school's SIP, a clear connection is made between*	Positive Behavior and Intervention System (PBIS)	5200/369	UNISIG	0.0	3,500.00
Total	Areas of Focus				92,998.01

BUDGET				
ACTIVITY	**FUNCTION/ OBJECT**	**FUNDING SOURCE**	**FTE**	**AMOUNT**

behavior support at this special center and improving academic performance – "PBS focuses on teaching students appropriate behaviors and providing them with the support they need to succeed socially, emotionally, and academically. By creating a positive and predictable environment, students can focus more on learning rather than on behavioral disruptions."

Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	5200/640	UNISIG	0.0	833.59

Equipment for regulation space. With the ultimate outcome of creating a positive culture and environment, regulation spaces on campus work to ensure students have a welcoming space to handle behavior and emotional hurdles. These items allow students to redirect their behaviors and re-enter the learning environment ready to excel. Items include inflatable SensaRock with balls ($263.02), cotton hanging nest ($182.09), hammock chair ($223.49), and fitness trampoline ($164.99)

Total	Positive Culture and Environment			4,333.59

Plan Budget Total	**100,000.00**