

Seminole County Public Schools

ENDEAVOR SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

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

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

jarzynjj@muscps.us

Position Title

Principal

Job Duties and Responsibilities

Oversees implementation of English/Reading and attendance initiatives.

Reviews schoolwide data during leadership and data chats.

Conducts regular classroom walkthroughs focused on benchmark aligned instruction.

Ensures alignment of initiatives with school improvement goals.

Leadership Team Member #2

Employee's Name

Amy Kruse

kruseaz@muscps.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Leads weekly PLCs focused on data analysis and instructional planning.

Monitors fidelity of reading interventions and instructional strategies.

Coordinates and facilitates professional development on literacy practices.

Supports progress monitoring reviews and instructional adjustments.

Leadership Team Member #3

Employee's Name

Bailey Hocker

hockerbz@muscps.us

Position Title

School Administration Manager

Job Duties and Responsibilities

Monitors daily attendance data and identifies students at risk of chronic absenteeism.

Generates and shares weekly attendance reports with the leadership team.

Supports documentation of attendance interventions and follow-up actions.

Leadership Team Member #4

Employee's Name

Clayton Crow

clayton_crow@scps.k12.fl.us

Position Title

Board Certified Behavior Analyst

Job Duties and Responsibilities

Analyzes behavior patterns that may impact academic engagement and attendance.

Supports staff with behavior intervention strategies that promote on-task behavior during reading instruction.

Collaborates with the MTSS team to ensure data-driven behavioral supports align with academic goals.
Provides training and consultation on proactive classroom strategies to increase student participation.

Leadership Team Member #5

Employee's Name

Tara Caesar

carlsetz@myscps.us

Position Title

School Counselor

Job Duties and Responsibilities

Works with students and families to address academic and attendance barriers.
Provides counseling support for students with disengagement or attendance concerns.
Participates in attendance review meetings and student support planning.

Leadership Team Member #6

Employee's Name

Kylee Hampton

hamptokz@myscps.us

Position Title

Support Facilitator

Job Duties and Responsibilities

Coaches teachers on effective reading intervention and small group strategies.
Assists with interpreting assessment data to inform instruction.
Supports implementation of individualized student learning plans.

Leadership Team Member #7

Employee's Name

Jenifer Vozzella

vozzeljc@scps.k12.fl.us

Position Title

Support Facilitator

Job Duties and Responsibilities

Provides instructional support and models literacy best practices.

Collaborates with teachers on using data to target student needs.
Helps monitor student progress and adjust interventions accordingly.

Leadership Team Member #8

Employee's Name

Milca Journet

journemm@myscps.us

Position Title

School Social Worker

Job Duties and Responsibilities

Conducts outreach for chronically absent students, including home visits.
Connects families to community and social services to remove attendance barriers.
Collaborates with the attendance team to implement tiered interventions.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 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.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	76.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL IMPROVEMENT RATING HISTORY	2024-25: MAINTAINING 2023-24: MAINTAINING 2022-23: 2021-22: MAINTAINING 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	0	1	2	5	2	1	2	2	6	21
Absent 10% or more school days	0	1	1	2	1	0	1	1	4	11
One or more suspensions	0	1	1	3	2	0	0	1	4	12
Course failure in English Language Arts (ELA)	0	1	0	0	1	0	0	0	0	2
Course failure in Math	0	1	0	0	1	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	0	1	0	1	0	4	6
Level 1 on statewide Math assessment	0	0	0	0	2	0	1	0	3	6
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	1	0	2	2	0	0	0	1	6
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	1	1	1	0	0	0	0	0	3

Current Year 2025-26

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	1	1	2	2	0	1	1	4	12

Current Year 2025-26

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	0	0	3	0	0	0	0	0	3
Students retained two or more times	0	0	0	1	0	0	0	0	1	2

Prior Year (2024-25) 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				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

Prior Year (2024-25) 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				1	1	1		4	4	11

Prior Year (2024-25) 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 (2025-26)

Using 2024-25 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	
School Enrollment	8	4	4	5	21
Absent 10% or more school days	5	3	3	1	12
One or more suspensions	7	3	4	1	15
Course failure in English Language Arts (ELA)	0	0	0	0	0
Course failure in Math	3	0	0	0	3
Level 1 on statewide ELA assessment	5	0	0	0	5
Level 1 on statewide Algebra assessment	5	0	0	0	5

Current Year (2025-26)

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	6	3	3	0	12

Prior Year (2024-25) As Last Reported (pre-populated)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2024-25) As Last Reported (pre-populated)

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

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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	5	73	61	18	72	58	6	66	53
Grade 3 ELA Achievement		78	62		75	59		66	56
ELA Learning Gains	47	66	61		67	59			
ELA Lowest 25th Percentile		60	55		62	54			
Math Achievement*	14	74	62	0	73	59	9	67	55
Math Learning Gains	59	65	60		69	61			
Math Lowest 25th Percentile		56	53		65	56			
Science Achievement		69	57		60	54		61	52
Social Studies Achievement*	80	74	74		88	72		78	68
Graduation Rate	75	72	72		72	71		71	74
Middle School Acceleration	87	75	75		79	71		76	70
College and Career Acceleration	38	56	56		35	54		35	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	82	61		73	59			60	55

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	31%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	125
Total Components for the FPPI	4
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
31%	9%	8%	17%	16%		16%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	31%	Yes	6	6
Black/African American Students	18%	Yes	1	1
Economically Disadvantaged Students	31%	Yes	1	1

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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	5%		47%		14%	59%							
Students With Disabilities	5%		47%		14%	59%							
Black/African American Students					18%								
Economically Disadvantaged Students	7%		42%		18%	57%							

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.
All Students	6%				9%					
Students With Disabilities	7%				12%					
Economically Disadvantaged Students	0%				7%					

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Geometry		0%	60%	-60%	54%	-54%
ELA	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	3	* 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	3	* 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.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 WINTER						
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.				

2024-25 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?

The data component that showed the most improvement was math growth. This progress can be attributed to several intentional actions implemented throughout the school year. Teachers utilized data binders to track student progress and guide instructional decisions, allowing for more targeted support. Professional Learning Communities (PLCs) were established to foster collaboration, analyze student data, and align instruction across grade levels. Additionally, the school hosted targeted, strategic professional development sessions focused on effective math instruction and intervention strategies. A heavy emphasis was placed on benchmark aligned instruction to ensure all students were receiving rigorous, aligned lessons. Together, these efforts created a consistent and focused approach that led to measurable improvement in math performance schoolwide.

Lowest Performance

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

The data component with the lowest performance was English/Reading. While there was a slight increase in performance, it was not as significant as the growth seen in math. A key contributing factor was the lack of teacher consistency throughout the year. Our only English teacher went on an extended leave, which resulted in a long-term substitute taking over, followed by another teacher pushing in to provide support. Although the original teacher eventually returned, the frequent transitions disrupted the continuity of instruction. This inconsistency made it difficult to sustain momentum and deliver cohesive, benchmark aligned instruction, ultimately limiting the overall growth in English/Reading compared to other content areas.

Greatest Decline

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

The data component with the lowest performance was English/Reading. While there was a slight increase in performance, it was not as significant as the growth seen in math. A key contributing factor was the lack of teacher consistency throughout the year. Our only English teacher went on an extended leave, which resulted in a long-term substitute taking over, followed by another teacher

pushing in to provide support. Although the original teacher eventually returned, the frequent transitions disrupted the continuity of instruction. This inconsistency made it difficult to sustain momentum and deliver cohesive, benchmark aligned instruction, ultimately limiting the overall growth in English/Reading compared to other content areas.

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.

English/Reading had the greatest gap when compared to the state average. Several factors contributed to this discrepancy, most notably the lack of instructional consistency throughout the school year. With our only English teacher on extended leave, students experienced multiple transitions, including a long-term substitute and support from a push-in teacher before the original teacher returned. This lack of stability disrupted instructional pacing, limited opportunities for data-driven reteaching, and made it difficult to implement a cohesive, benchmark aligned instruction. As a result, students received fragmented instruction, which likely contributed to the widening gap in performance when compared to statewide averages. This trend emphasizes the critical need for consistent, high-quality instruction to close achievement gaps in foundational literacy skills.

EWS Areas of Concern

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

Reflecting on the EWS (Early Warning System) data from Part I, one potential area of concern is student performance in Reading and English. Despite some growth, this area continues to lag behind both internal benchmarks and state averages. The lack of consistent instruction due to staffing challenges, such as the extended leave of our only English teacher and reliance on substitute or push-in support likely contributed to gaps in foundational literacy skills and engagement. Additionally, the EWS data may reflect increased risk indicators such as low course performance or attendance issues among students struggling in this subject. These patterns suggest a need for targeted interventions, consistent instructional staffing, and ongoing progress monitoring to prevent further academic decline in Reading and English.

Highest Priorities

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

Based on the EWS data and performance trends, the following have been identified as the top three priorities for school improvement in the upcoming year. **Priority 1** is strengthening English/Reading instruction. While there was slight growth, this area showed the greatest gap compared to the state average, due in large part to instructional inconsistencies caused by staff changes. Ensuring stable, high-quality instruction is essential to accelerating growth and closing achievement gaps. **Priority 2** is increasing student attendance. Consistent attendance is critical for academic success, and continued focus on engagement strategies, family outreach, and early intervention will help improve student

outcomes. **Priority 3** is restructuring the MTSS process to ensure a more rigorous, data-driven system that provides targeted support across academics, behavior, and social-emotional needs. These three priorities will guide schoolwide efforts to drive student achievement and long-term success.

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.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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.

For the 2025–2026 school year, the primary Areas of Focus across all relevant grade levels (K–12) are English/Reading and attendance, both critical to supporting student learning and academic achievement.

In English/Reading, assessment data from the prior year revealed that most students remained at Level 1 achievement levels with limited growth. Scale scores for many students hovered between 165 and 190, placing them below the 20th percentile compared to state norms. While a small number of students showed improvement into Level 2 or 3, the overall reading proficiency remains below grade-level expectations and state averages. This underperformance was partly due to a temporary vacancy in the English teacher position, which led to instructional disruptions and inconsistent delivery of benchmark aligned instruction. The lack of stable, high-quality instruction impeded students' development of foundational literacy skills necessary for success across content areas. Together, the data underscores the importance of focusing schoolwide efforts on strengthening English/Reading instruction through targeted interventions, consistent staffing, and professional development, alongside continued strategies to improve attendance and reduce chronic absenteeism. Addressing both areas is essential to ensure students receive the instruction and support needed to close achievement gaps and promote long-term academic success.

Measurable Outcome

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.

Based on prior year data, the school has set measurable and achievable goals for English/Reading achievement and attendance across all grade levels (K–12). In English/Reading, where many students scored at Level 1 with scale scores between 165 and 190 and percentile ranks below the 20th percentile, the school aims to increase the percentage of students reaching Level 2 or higher by 10%. The goal is also to improve average reading scale scores by at least 8 points across all grades. For middle and high school students, the target is to raise percentile ranks from below the 20th

percentile to around the 25th percentile by the end of the year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The school will monitor the Area of Focus English/Reading and attendance through a combination of ongoing data collection, regular team meetings, and progress reviews to ensure effective implementation and impact. For English/Reading, student progress will be tracked using quarterly benchmark assessments and monthly progress monitoring tools, such as reading scale scores and achievement levels, to identify growth and areas needing intervention. Teachers and interventionists will review data during weekly Professional Learning Community (PLC) meetings to adjust instruction and share strategies. Additionally, classroom observations and walkthroughs will be conducted regularly by administrators to ensure fidelity to benchmark aligned literacy instruction. Together, these measures will provide timely feedback to guide instruction and engagement efforts, helping the school meet its measurable outcomes.

Person responsible for monitoring outcome

All parties previously listed will be responsible for implementation.

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To improve outcomes in English/Reading, the school will implement a combination of evidence-based interventions across all grade levels. These include the use of individual student data books, which allow students and teachers to track academic progress, set personalized goals, and make data-informed instructional decisions. In addition, the school is restructuring its Multi-Tiered System of Supports (MTSS) to ensure a more rigorous, data-driven approach that better addresses the academic and behavioral needs of each student. The updated MTSS framework includes regular progress monitoring, data review meetings, and clearly defined intervention pathways. These practices will be monitored through PLC meetings, MTSS team reviews, leadership data chats, and schoolwide tracking tools to ensure fidelity and impact.

Rationale:

These interventions were selected based on schoolwide data from the previous year, which indicated that reading performance remained the lowest among core content areas, with most students scoring in the Level 1 range and falling below the 20th percentile in national percentile ranks. This demonstrated the need for stronger progress monitoring, personalized instruction, and more intentional supports. Similarly, while attendance rates slightly improved, chronic absenteeism continued to affect student achievement and engagement. Evidence shows that consistent progress monitoring and goal-setting increase student ownership and achievement, while structured MTSS frameworks lead to earlier identification and more effective support for struggling learners. These combined approaches address both academic and engagement barriers, positioning the school to

meet its measurable improvement goals.

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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implement and monitor student data books across all classrooms to support reading goal setting, track academic progress, and drive instructional decisions.

Person Monitoring:

Ms. Kruse, Support Facilitators Ms. Hampton and Ms. Vozzella

By When/Frequency:

Monthly

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

August 2025: Train teachers during pre-service week on how to set up and use student data books
September 2025: All students will have working data books established Monthly (October 2025 – May 2026): Support facilitators and AP will review data books during classroom walk-throughs and PLCs

Action Step #2

The school will implement a structured, bi-weekly MTSS (Multi-Tiered System of Supports) meeting schedule that alternates focus among behavior, academics, attendance, and social-emotional needs. The team will use standardized data protocols, including updated student data books and progress monitoring tools, to identify students in need of support and match them with tiered interventions.

Person Monitoring:

Mr. Jarzynka

By When/Frequency:

Bi-Weekly

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

August 2025: Develop and communicate updated MTSS procedures and documentation expectations
September 2025 – May 2026: MTSS team will meet bi-weekly, alternating focus areas: one week on behavior, the next on academics, attendance, or social-emotional needs
Quarterly: Evaluate MTSS effectiveness and adjust intervention plans based on progress monitoring data and trends in student needs
Meeting documentation and agendas to ensure consistent focus areas and follow-through
Student intervention trackers and progress monitoring data, reviewed bi-weekly to assess effectiveness of supports
Quarterly MTSS audits by school leadership to ensure fidelity of implementation
Changes in student performance data such as PM scores, attendance rates, behavior referrals, and SEL screener results will be analyzed to evaluate the MTSS system's success and refine interventions as needed

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

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.

A primary area of focus for the 2025–2026 school year is improving student outcomes in both mathematics and reading across all grade levels, with particular attention to increasing scale scores and achievement levels as measured by FAST progress monitoring. In mathematics, only 2 out of 22 students demonstrated proficiency (Levels 3–5) by PM3, while the majority remained at Level 1. Similarly, in reading, only 3 out of 23 students scored within proficiency range by the end of the year, with the rest continuing to perform significantly below grade level. These consistently low achievement levels indicate a critical need for intensified academic intervention and support in both core subject areas.

Another significant component of this area of focus is student attendance. Although attendance showed a slight increase compared to the prior year, chronic absenteeism continues to affect academic progress, especially among our most at-risk students. Given the direct correlation between attendance and achievement, a structured and intentional plan to improve schoolwide attendance will be implemented. This includes the development of individualized attendance plans for students with chronic absences and schoolwide incentives to encourage consistent daily attendance. Prior year data, combined with FAST and internal performance trends, confirm that a dual focus on academic growth and improved attendance is essential to ensure student success.

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.

While there was a slight increase in average daily attendance, chronic absenteeism remained high. During the 2024–2025 school year, 38% of students were identified as chronically absent (missing 10% or more of instructional days). The goal for 2025–2026 is to reduce chronic absenteeism by at least 10 percentage points, bringing the rate down to 28% or lower, while also increasing the number of students with 90% or higher attendance by at least 15%. These measurable outcomes will guide instructional planning, student support services, and progress monitoring throughout the school year.

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.

This Area of Focus will be monitored through a combination of data tracking tools, structured team meetings, and tiered student support systems to ensure progress toward the desired outcomes in academic achievement and attendance. Student reading and math progress will be reviewed bi-weekly through data chats using data books, which will include progress monitoring scores, percentile

ranks, and intervention notes. These reviews will be led by classroom teachers with the support of the assistant principal, support facilitator, and the MTSS team. Mid-year and end-of-year comparisons will help determine if adjustments to instructional strategies or intervention tiers are needed. Attendance will be tracked weekly using the district attendance dashboard. The school administration manager will flag students at risk for chronic absenteeism for the guidance counselor and social worker to intervene early. Monthly attendance incentive programs will be evaluated for participation and effectiveness. All monitoring data will be reviewed during bi-weekly MTSS meetings, with rotating focus areas, behavior, academics, attendance, and social-emotional learning, to ensure a holistic approach. Ongoing monitoring will allow staff to make real-time decisions, provide timely interventions, and ultimately support improved academic performance by ensuring students are present, supported, and progressing toward grade-level expectations.

Person responsible for monitoring outcome

Bailey Hocker SAM, Tara Caesar Counselor, Milca Journet SSW

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To address ongoing attendance challenges, the school will implement a multi-tiered attendance initiative designed to improve student engagement and reduce chronic absenteeism across all grade levels. This includes developing individualized attendance plans for students identified as chronically absent, conducting regular attendance data reviews, and launching schoolwide attendance incentives such as recognition events and monthly competitions. These interventions will be coordinated by the school's attendance team, including the School Administration Manager, guidance counselor, and social worker, with ongoing monitoring through weekly data tracking and bi-weekly MTSS meetings.

Rationale:

Consistent attendance is a foundational element of academic success, and while the school saw a slight increase in average daily attendance last year, chronic absenteeism remained a concern for specific students. Analysis of attendance trends revealed that inconsistent school participation often correlated with lower academic performance and reduced progress monitoring scores. Implementing targeted plans and positive reinforcement strategies is a research-backed approach that increases student presence and engagement. By focusing on attendance as a critical area of need, the school aims to remove barriers to learning and improve achievement outcomes schoolwide.

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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

Launch and Monitor Individualized Attendance Plans

Person Monitoring:

guidance counselor (Mrs. Caesar) and school
social worker (Ms. Journet)

By When/Frequency:

Monthly

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

Begin: August 2025 Monthly review through May 2026 The guidance counselor (Mrs. Caesar) and school social worker (Ms. Journet), in collaboration with the School Administration Manager (Mr. Hocker), will identify students with chronic absenteeism using prior-year data. They will develop Individualized Attendance Plans (IAPs) tailored to each student's needs. Plans will include interventions such as family check-ins, transportation support, or schedule modifications. Progress will be reviewed monthly in MTSS meetings using attendance dashboards and adjustments will be made as needed. Impact will be measured by comparing student attendance percentages before and after interventions.

Action Step #2

Implement Schoolwide Attendance Incentives

Person Monitoring:

Ms. Hocker, Ms. Journet, Ms. Caesar

By When/Frequency:

Monthly

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

A tiered incentive system will be implemented to recognize students with improved or consistent attendance. Incentives may include class parties, certificates, preferred seating, or raffle entries. The program will be managed by the School Administration Manager (Ms. Hocker) and monitored through monthly attendance reports. Each month, attendance trends will be reviewed and compared to prior months. MTSS and leadership teams will determine whether incentive adjustments are needed to maximize impact.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

To ensure transparency and community engagement, the school will use multiple communication methods to share the SIP, UniSIG budget, and SWP with all stakeholders, including students, families, school staff, leadership, and local community partners. Before the school year begins, during the pre-planning phase, the leadership team will hold informational sessions for staff to review the SIP goals and strategies. This ensures that all staff members understand the school's priorities and their role in implementation. Throughout the year, the School Advisory Council (SAC), which includes community members, parents, and staff representatives, will meet regularly to review progress on the SIP and budget implementation. SAC meetings will serve as a forum to discuss updates, gather input, and make recommendations. To maximize accessibility, all documents and meeting summaries will be provided in clear, parent-friendly language and translated as needed to accommodate families' primary languages. Additionally, the SIP, UniSIG budget, and SWP will be posted on the school website in an easy-to-find location. Families and community members will be notified through newsletters, email blasts, and social media posts when new updates or reports are available. The school will also offer periodic workshops or family nights where staff explain key components of the SIP and answer questions, fostering two-way communication and partnership. This multi-pronged approach ensures stakeholders are informed, involved, and empowered to support the school's continuous improvement efforts.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

<https://www.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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

To strengthen the academic program and address our Area of Focus in English/Reading and mathematics, the school will increase the amount and quality of learning time within the regular school day by optimizing instructional schedules and deepening benchmark aligned instruction. Teachers will implement rigorous, differentiated lessons aligned to grade-level benchmarks, supported by ongoing formative assessments to ensure mastery and inform instructional adjustments. Collaborative weekly Professional Learning Communities (PLCs) will focus on data analysis and planning targeted instruction, with the use of data books helping teachers and students monitor progress closely.

To enrich and accelerate the curriculum, the school will integrate project-based learning, cross-curricular activities, and technology-enhanced instruction to foster critical thinking, creativity, and real-world application of skills. Classroom instruction will emphasize higher-order thinking and personalized learning pathways to challenge students at their readiness level. These efforts will ensure that increased learning time is purposeful, engaging, and aligned with our goals to improve student achievement in our identified focus areas.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

This School Improvement Plan (SIP) is developed in close coordination with multiple federal, state, and local programs to provide comprehensive supports tailored to the unique needs of our student population as an ESE center school. As a center serving students with disabilities who require intensive specialized instruction and related services, the school adheres to all applicable federal and state mandates for special education, including IDEA requirements for individualized education programs (IEPs), least restrictive environment (LRE), and progress monitoring. Our SIP integrates

Title I resources with the provision of specialized ESE supports, ensuring that academic interventions, behavioral supports, and related services are delivered in alignment with each student's IEP goals.

In addition to academic programming, the school coordinates with federal nutrition programs, such as the National School Lunch Program, to address students' health and nutritional needs that can impact learning. We collaborate with local Head Start programs to support early childhood transitions and with community housing and social service agencies to reduce barriers affecting attendance and engagement. Our social worker and guidance counselor play critical roles in connecting families with community resources and ensuring wraparound support.

Furthermore, this plan aligns with career and technical education (CTE) initiatives and integrates violence prevention and social-emotional learning programs to foster a safe, inclusive, and supportive school environment. For students receiving targeted or comprehensive support through state-designated CSI or TSI initiatives, the SIP incorporates evidence-based practices to close achievement gaps and meet compliance requirements. By coordinating these varied programs and adhering to the rigorous benchmarks for operating an ESE center school, we ensure a holistic, individualized approach that addresses the academic, social, emotional, and behavioral needs of all our students.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Our school is committed to supporting the whole child by providing a comprehensive range of counseling, mental health, and specialized support services designed to improve students' social, emotional, and behavioral skills. A licensed guidance counselor and a school social worker are integral members of our team, offering individual and group counseling sessions to address students' emotional well-being, coping skills, and conflict resolution. These professionals collaborate with classroom teachers, families, and community mental health providers to develop tailored support plans. In addition to counseling, we utilize mentoring programs that connect students with positive role models who help build self-esteem, resilience, and goal-setting skills. Specialized support services, including behavior intervention plans developed with our BCBA and support facilitators, target specific behavioral needs and promote self-regulation. The school also integrates social-emotional learning (SEL) curricula and trauma-informed practices into daily instruction to foster a safe, supportive climate. Regular staff training ensures all team members are equipped to recognize and respond to students' non-academic needs, thereby creating a holistic environment that nurtures both academic success and personal growth.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

The school ensures a robust system of counseling, mental health, and specialized support services to address students' social-emotional and behavioral needs. We have a district mental health counselor who provides on-site services weekly, complemented by a full-time school-based social worker and guidance counselor who are available daily to support students and families. Our staff are all trained in restorative practices, fostering a positive school climate by emphasizing relationship-building, conflict resolution, and accountability. Additionally, Board Certified Behavior Analysts (BCBAs) and Registered Behavior Technicians (RBTs) are on campus to provide specialized behavioral interventions and support, particularly for students with disabilities served through our ESE center.

Together, this team collaborates regularly to identify student needs, develop individualized supports, and implement strategies that promote social-emotional growth and positive behavior. These comprehensive services contribute to improving students' skills outside of academic areas, supporting their overall well-being and readiness to succeed.

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Our school implements a comprehensive schoolwide tiered model to prevent and address problem behavior and provide early intervening services, fully coordinated with services under the Individuals with Disabilities Education Act (IDEA). As an ESE center school serving students with higher behavioral needs, we have a specialized support team that is more extensively trained than typical schools in proactive de-escalation techniques, replacement behavior strategies, and restorative practices.

Our team includes Board Certified Behavior Analysts (BCBAs), Registered Behavior Technicians (RBTs), behavior interventionists, a full-time school social worker, guidance counselor, and support facilitators. These professionals collaborate to implement a multi-tiered system of supports (MTSS) where every student has an individualized Behavior Intervention Plan (BIP) based on functional behavior assessments. Tier 1 supports focus on universal prevention strategies through staff training and schoolwide behavioral expectations grounded in restorative practices. For students needing more targeted support (Tiers 2 and 3), behavior interventionists and BCBAs develop and monitor individualized behavior plans, ensuring interventions are data-driven and aligned with each student's IEP goals. Early intervening services emphasize skill building and consistent progress monitoring to reduce escalation and promote positive outcomes. This coordinated, tiered approach creates a supportive and safe environment tailored to our students' complex behavioral needs, fostering both social-emotional growth and academic success.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

The school prioritizes ongoing professional learning and development for teachers, paraprofessionals, and other staff to enhance instructional quality and effective use of academic assessment data. Regular Professional Learning Communities (PLCs) meet weekly, providing structured time for collaborative data analysis, instructional planning, and sharing of best practices focused on our Areas of Focus in reading and math. Teachers and support staff use data books to

track student progress and adjust instruction based on timely assessment results.

Professional development sessions emphasize evidence-based instructional strategies, benchmark aligned grading, differentiated instruction, and effective progress monitoring techniques. Additionally, staff receive targeted training in behavior management, restorative practices, and specialized supports tailored for our ESE center school population. This training equips personnel to meet the diverse needs of students with disabilities and complex behavioral profiles.

To recruit and retain effective teachers, particularly in high-need subjects such as math and special education, the school employs mentorship programs pairing new and experienced educators, provides opportunities for leadership roles within PLCs and committees, and promotes a collaborative and supportive work culture. The administration regularly solicits staff feedback and addresses professional needs to foster job satisfaction and reduce turnover. These comprehensive efforts ensure that all educators are equipped and motivated to deliver high-quality instruction and positively impact student achievement.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Our school does not currently enroll preschool, nor early intervention; therefore, specific transition strategies from early childhood education programs are not applicable. However, we maintain strong collaboration with local feeder schools and early childhood providers to support a smooth transition for students entering our program at later grade levels. This includes sharing relevant student information, participating in articulation meetings, and providing outreach to families to ensure readiness and continuity of services when students transfer into our school.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

The school collaborates closely with district leadership to review the allocation and use of resources aimed at addressing the identified academic, behavioral, and social-emotional needs of our students. This process begins with a thorough analysis of student achievement and attendance data, along with feedback from school staff, families, and community stakeholders. The school leadership team then meets regularly with district representatives to discuss priorities, budget allocations, and program effectiveness.

Together, we evaluate how federal, state, and local funds, such as Title I, UniSIG, and special education resources, are being utilized to support interventions, staffing, professional development, and instructional materials. The district provides guidance to ensure resources align with compliance requirements and best practices. This collaborative review process is ongoing throughout the year, with adjustments made as needed to maximize impact and ensure all students receive the support necessary to succeed.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

To address the identified needs in attendance and reading, the school will allocate specific resources to support targeted interventions throughout the 2025–2026 school year. For attendance improvement, resources will be dedicated to developing and monitoring individualized attendance plans, coordinated by the School Administration Manager, guidance counselor, and social worker, beginning in August 2025. The rationale is based on prior year data showing persistent chronic absenteeism for a subset of students, which negatively impacts academic progress. Ongoing monitoring and monthly schoolwide attendance incentives will be implemented from September 2025 through May 2026 to encourage consistent attendance. For reading interventions, resources will support benchmark aligned instruction, use of data books for frequent progress monitoring, and professional development focused on evidence-based literacy strategies. These efforts are designed to improve reading achievement levels identified as a critical need in prior assessments. Professional learning and PLC collaboration will begin in August 2025, with data reviews occurring bi-weekly and formal evaluations at mid-year and year-end. These timelines ensure timely adjustments to instruction and targeted support to close achievement gaps.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
School Areas of Focus	Instructional Practice - ELA	5200/160	UNISIG	1.0	24,500.00
Paraprofessional (10-month), 1.0 FTE. This position will support academic growth of students in both Math and ELA. Using student specific data, this individual will implement tier 2/3 interventions to support individual student needs. Annual salary, \$24,500 (estimated)					
School Areas of Focus	Instructional Practice - ELA	5200/210	UNISIG	0.0	3,555.00
Retirement (14.51%), Paraprofessional.					
School Areas of Focus	Instructional Practice - ELA	5200/220	UNISIG	0.0	1,874.00
Social Security/Medicare (7.65%), Paraprofessional.					
School Areas of Focus	Instructional Practice - ELA	5200/230	UNISIG	0.0	9,870.00
Health/Life Insurance Benefit (\$9,870 flat rate per 1.0 FTE annually), Paraprofessional.					
School Areas of Focus	Instructional Practice - ELA	6300/120	UNISIG	0.0	9,100.20
Extended Contract for Endeavor staff to participate in planning and development activities outside of the regular contracted day to include student data review, development of student supports and development of instructional supports. This activity may include paraprofessionals, classroom teachers, school counselor and/or assistant principals, depending on the focus of the session.					
School Areas of Focus	Instructional Practice - ELA	5200/240	UNISIG	0.0	91.00
Workers Compensation (0.37%), Paraprofessional.					
School Areas of Focus	Instructional Practice - ELA	6400/330	UNISIG	0.0	28,256.00
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. Out-of-State Conference Travel: Council for Exceptional Children 2026 - Special Education Conference & Expo. March 11-14, 2026. Salt Lake City, UT. 4 attendees. Registration (\$479 x 4 = \$1,916); Lodging (\$254 per night x 4 nights x 4 rooms = \$4,064); Flights (est. \$400 each x 4 staff = \$1,600); Mileage (est. 32 miles to/from airport at \$0.70 x 4 staff = \$179.20); Per diem (\$46/day x 4 days x 4 staff) = \$736. Conference total = \$8,496 Deeper Learning Conference. March 30-April 1, 2026. San Diego, CA. 4 attendees. Registration (\$1,200 x 4 = \$4,800); Lodging (\$249 per night x 4 nights x 4 rooms = \$3,984); Flights (\$350 each x 4 staff = \$1,400); Mileage (est. 32 miles to/from airport at \$0.70 x 4 staff = \$179.20); Per diem (\$46/day x 4 days x 4 staff) = \$736. Conference total = \$11,100 Innovative Schools Summit - Wired Differently. February 25-28, 2026. New York, NY. 4 attendees. Registration (\$650 x 4 = \$2,600); Lodging (\$259 per night x 4 nights x 4 rooms = \$4,144); Flights (\$250 each x 4 staff = \$1,000); Mileage (est. 32 miles to/from airport at \$0.70 x 4 staff = \$179.20); Per diem (\$46/day x 4 days x 4 staff) = \$736. Conference total = \$8,660					
School Areas of Focus	Instructional Practice - ELA	7800/391	UNISIG	0.0	463.80
Transportation via school bus (field trip rate, \$38.65/hr) to 'The Stack'. The Stack is a SPCS 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					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
<i>intensify the learning already happening in their classrooms. \$38.65/hr x 12 hrs = \$463.80; anticipated 2 hrs per day across 6 days in the school year. Each trip will support 4-6 students.</i>					
School Areas of Focus <i>Retirement (14.51%), Extended Contract.</i>	Instructional Practice - ELA	6300/210	UNISIG	0.0	1,321.00
School Areas of Focus <i>Workers Compensation (0.37%), Extended Contract.</i>	Instructional Practice - ELA	6300/240	UNISIG	0.0	33.00
School Areas of Focus <i>Social Security/Medicare (7.65%), Extended Contract.</i>	Instructional Practice - ELA	6300/220	UNISIG	0.0	697.00
Total	School Areas of Focus				79,761.00
Positive Learning Environment <i>Retirement (14.51%), Family and Community Outreach Worker.</i>	Student Attendance	6150/210	UNISIG	0.0	3,773.00
Positive Learning Environment <i>Social Security/Medicare (7.65%), Family and Community Outreach Worker.</i>	Student Attendance	6150/220	UNISIG	0.0	1,989.00
Positive Learning Environment <i>Family and Community Outreach Worker (10-mth), 1.0 FTE. This position will support students and families regarding attendance initiatives, as well as build community partnerships to enhance student learning experiences. Annual Salary, \$26,000 (estimated).</i>	Student Attendance	6150/160	UNISIG	1.0	26,000.00
Positive Learning Environment <i>Workers Compensation (0.37%), Family and Community Outreach Worker.</i>	Student Attendance	6150/240	UNISIG	0.0	96.00
Positive Learning Environment <i>Health/Life Insurance Benefit (\$9,870 flat rate per 1.0 FTE annually), Family and Community Outreach Worker.</i>	Student Attendance	6150/230	UNISIG	0.0	9,870.00
Total	Positive Learning Environment				41,728.00
Indirect Costs <i>Indirect cost at FDOE approved rate for 2025/2026, 2.89%.</i>		7200/792	UNISIG	0.0	3,511.00
Total	Indirect Costs				3,511.00
Plan Budget Total					125,000.00