



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Enterprise Elementary School

211 MAIN ST

Enterprise, FL 32725

386-668-3500

<http://myvolusiaschools.org/school/enterprise/pages/default.aspx>

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
81%

Alternative/ESE Center
No

Charter School
No

Minority Rate
48%

School Grades History

2013-14
B

2012-13
C

2011-12
C

2010-11
C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Enterprise Elementary School

Principal

Virginia Abernathy

School Advisory Council chair

Michelle McFall-Conte

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Virginia Abernathy	Principal
Yvette Best	Academic Coach
Cathy Zeidwig	Academic Coach
Amanda Richmond	Kindergarten Team Leader
Heather McCosh	First Grade Team Leader
Liz Harkness	Second Grade Team Leader
Jill Hartsfield	Third Grade Team Leader
Sherri Barry	Fourth Grade Team Leader
Marge Henderson	Fifth Grade Team Leader
Kristina Schmitt	ESE/ESOL Team Leader
Terra Lemire	Guidance Counselor
Pam Cox	Assistant Principal

District-Level Information

District

Volusia

Superintendent

Dr. Margaret A Smith

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic

community served by the school. The positions on SAC are Chair - Michelle McFall-Conte; Secretary - Katrina Hall, and Treasurer - Eileen Wright. There are several committees such as Teacher Mini-Grants, Elections, Parent Surveys, etc.

Involvement of the SAC in the development of the SIP

SAC Members learned about our FCAT Data and other related data in our August/September meeting. They discussed the areas of concern and agreed that our writing scores were too low and that some of our subgroups may need additional assistance in reading, math & science. Their suggestions were included in the SIP. A draft of the SIP was sent to SAC members to gather any further input. Their input was addressed either in the SIP or the reason why it did not fit into the SIP.

Activities of the SAC for the upcoming school year

SAC will take part in the following activities for the year: Scholastic Reading Oasis Room, Scholastic Rising Readers (parent/student literacy event) & Family Book Fair, Math/Science Night Event, Publix Math Night, Young Author's Celebration, and school festival. SAC members were also involved in awarding of teacher mini-grants and reviewing & making changes as necessary to the School Compact,

Projected use of school improvement funds, including the amount allocated to each project

SAC will use its funds for teacher mini-grants. Teachers write the mini-grant, mini-grant committee reviews the request and assures that the funds will be used to support the school improvement plan and then award the grant to the teacher or explain why the grant cannot be awarded.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Virginia Abernathy

Principal

Years as Administrator: 15

Years at Current School: 8

Credentials

B.A. - Education of the Deaf; M.Ed. - Language/Learning Disabilities; Elementary Education; PreK Deaf Ed. S. - Educational Leadership Ed.D. - Educational Leadership FL Certification: Principal (K-12) Elementary Ed. (K-6) Hearing Impaired (K-12) ESOL Endorsed

Performance Record

2013-C School, (50%-r/50%-m; 67%-r/81%-m, 69%-r/78%-m)
 AMOs-Reading: All 50%;B 25%; H 48%; W 57%; ELL 37%; SWD 21%; ED 46% Math:All 50%l B 39%; H 49%; W 52%; ELL 43%; SWD 23%; ED 46%.
 2012-C School, (53%-r/43%-m , 60%-r/59%-m, 53%-r/57%-m)
 2011 - C School, AYP 79% (74% R/ 66%M/ R 58%/M59% R52%/M59%)
 2010 – B School, AYP 82% (72% R/74%M/R63%/M50%/R 56%/M55%)* 2009 – A School, AYP 82% (72% R/78%M/66%R/ 63%M/50% R/63%M)* 2008 – A School, AYP 87% (76%R/78%M/ 66%R/63%M/50%R/63%M)* 2007 – B School, AYP 82% 77%R/ 76%M/69%R/61%M/63%R/51%M)* 2006 – A School, AYP 97% (77%R/81M/69%R/70%M/58%R/67%M)* 2005 – C School, AYP 70% (69%R/58M/56%R/62%M/47%R)*
 2004 – A School, AYP 87% (65%R/64M/68%R/70%M/63%R)*
 2003 C School AYP 63% (37%R/64%M/47%R/70%M/47%R)
 2002 C School AYP -N/A (37%R/64%M/47%R/70%M/53%R)
 2001 B School AYP N/A (61%R/61%M/63%R/70%M/59%R
 *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

Pam Cox

Asst Principal

Years as Administrator: 11

Years at Current School: 5

Credentials

BS - Elementary Ed MS - Elementary Ed & Educational Leadership FL Certification: Primary Education Elementary Education Educational Leadership

Performance Record

2013-C School, (50%-r/50%-m; 67%r/81%m, 69%-r/78%-m)
 AMOs-Reading: All 50%;B 25%; H 48%; W 57%; ELL 37%; SWD 21%; ED 46% Math:All 50%l B 39%; H 49%; W 52%; ELL 43%; SWD 23%; ED 46%.
 2012-C School, (53%-r/43%-m , 60%-r/59%-m, 53%-r/57%-m)
 2011 - C School, AYP 72% (74%R/66%M/58%R/54%M/52%R/59%M) 2010 - B School, AYP 82% (72%R/74%M/63%R/50%M/56%R/55%M) 2009 - A School, 87% AYP 76%R/78%M/66%R/63%M/50%R/63%M) 2008 – B School, AYP 85% (64% R/58%M/25% R/33%M/67% R/61%M)* 2007 – A School, AYP 100%; (72%R/67%M/66%R/68%M/ 70%R/75%M)* 2006 – P School, AYP-Pro 95% 2%R/64%M/78%R/62%M/75%R/75%M)* 2005 – B School, AYP Pro 95% (72%R/65M/57%R/66%M/61%R/61%M)* 2004 – B School, AYP Pro 95% (62%R/65M/33%R/38%M/62%R/53%M)* 2003 – A School, AYP 93% (67%R/61M/43%R/33%M/49%R/39%M)* *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

Instructional Coaches**# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Yvette Best		
Full-time / School-based	Years as Coach: 5	Years at Current School: 5
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	B.S. Elementary Education & SLD M.S. Reading National Board Certified FL Certification: Elementary Education (1-6) Specific Learning Disabilities (K-12) Reading (K-12) Educable Mentally Retarded (K-12) ESOL Endorsed (K-12)	
Performance Record	<p>2013 - C School (50%-r;50%-m, 67%-r/81%-m, 69%-r/78%-m) AMOs-Reading: All 50%;B 25%; H 48%; W 57%; ELL 37%; SWD 21%; ED 46% Math:All 50%l B 39%; H 49%; W 52%; ELL 43%; SWD 23%; ED 46%.</p> <p>2012-C School, (53%-r/43%-m , 60%-r/59%-m, 53%-r/57%-m)</p> <p>2011 - C School, AYP 72% 74%R/66%M/58%R/59%M/52%R/59%M)</p> <p>2010 – B School, AYP 82% (72%R/74%M/R63%/M50%/R56%/M55%)*</p> <p>2009 – A School, AYP 87% (76%R/78%M/66%R/63%M/50%R/63%M)*</p> <p>*(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)</p>	

Cathy Zeidwig		
Full-time / School-based	Years as Coach: 10	Years at Current School: 6
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	B. S. FL Certification: Elementary Ed. (K to 6) Reading Endorsement	
Performance Record	<p>2013 - C School (50%-r;50%-m, 67%-r/81%-m, 69%-r/78%-m) AMOs-Reading: All 50%;B 25%; H 48%; W 57%; ELL 37%; SWD 21%; ED 46% Math:All 50%l B 39%; H 49%; W 52%; ELL 43%; SWD 23%; ED 46%.</p> <p>2012-C School, (53%-r/43%-m , 60%-r/59%-m, 53%-r/57%-m)</p> <p>2011 - C School, AYP 72% (74%R/66%M/58%R/54%M/52%R/59%M)</p> <p>2010 – B School, AYP 82% (72%R/74%M/R63%/M50%/R56%/M55%)*</p> <p>2009 – A School, AYP 87% (76% R/78%M/66% R/63%M/50% R/63%M)*</p> <p>2008 – B School, AYP 82% (77%R/76%M/69%R/61%M/63%R/51%M)</p> <p>* *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)</p>	

Classroom Teachers**# of classroom teachers**

50

receiving effective rating or higher

50, 100%

Highly Qualified Teachers

100%

certified in-field

50, 100%

ESOL endorsed

29, 58%

reading endorsed

9, 18%

with advanced degrees

22, 44%

National Board Certified

4, 8%

first-year teachers

1, 2%

with 1-5 years of experience

2, 4%

with 6-14 years of experience

26, 52%

with 15 or more years of experience

21, 42%

Education Paraprofessionals**# of paraprofessionals**

7

Highly Qualified

7, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. School based new teacher program including assistance with Deliberate Practice Plan; peer classroom visits; visits to other schools as needed; meeting with administration to discuss &

brainstorm any particular issues that the new teacher may have encountered.

2. School's Master Schedule provides time for collaboration at least one time a week for 45 minutes.

3. Professional development activities will be provided to support teachers with high yield instruction practices in the content areas;

4. Recognition and celebration of teachers through a) Friday Focus; b) monthly teacher parking spot; and c) raffles during faculty meetings and d) school news, newsletter, website, marquee.

5. Promotion of Enterprise through college/university contacts.

6. Academic Coaches support teachers daily in regards to curriculum, instruction, and assessments in content areas as well as CCSS and NGSSS.

Administrators are responsible for recruiting and retaining highly qualified, certified-in-field, effective teachers for the school.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Our first year teacher, who is in first grade, has been paired with the 1st grade team leader who has been in 1st grade for five years. The new teacher meets with her grade level partner at least once a week to discuss any issues. Our new teacher has a mentor assigned to her by the school district, known as a PAR. The PAR teacher serves as an important portion of the teacher induction program for those new to Volusia Co. The PAR teacher provides advice to the new teacher on all the domains found in our Volusia System of Empowering Teachers (VSET) (teacher evaluation). The PAR teacher also helps the new teacher in the development of a monitored Deliberate Professional Plan (DPP) and provides support throughout the year in meeting the goals of that growth plan. The PAR teacher provides detailed feedback and support to help the new teacher meet the district's standards and they assess the new teacher's progress.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal: provides a common vision for the use of data-based decision-making. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpages and the VCS Problem Solving Team/RtI model (i.e., Problem Identification, Analysis

of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensures that the school's Problem Solving Team (PST) is accessed as needed. Ensures adequate professional development is scheduled for faculty. Supports the school's teachers in the completion of resource mapping (academic & behavior) with focus on standard protocol interventions in order to enhance implementation of ePST/RtI. Communicates with parents through school newsletters, relevant meetings, and sharing of the parent link of the VCS Problem Solving/RtI website (under psychological services) in order to address the purpose of PST/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided info about PST/RtI at PST Meetings.

School Psychologist: assists school in interpreting individual, class wide, grade level, and school wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problems. Ensures that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on ePST/RtI.

General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, initiates electronic PST process for students not showing improvement, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching. Encompass Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

Academic Coaches: Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the school. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

Describe

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT data also provide critical information regarding student performance in the areas of mathematics, science, and writing. Student data reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and Tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Schools are provided with relevant training materials on MTSS. In addition to an overview of MTSS that will be available to all schools, the foundation principles of MTSS and resources will be embedded within other resources and training (e.g., Deliberate Practice and Common Core State Standards Training). School-based support for MTSS will be provided. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 6,480

Wednesday tutoring for ELL students in core subject areas

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected by student attendance in after school program and by percentage of mastery of set objectives.

Who is responsible for monitoring implementation of this strategy?

ESOL Resource teachers monitor the implementation of this strategy.

Strategy: Before or After School Program**Minutes added to school year:** 3,840

Students earning a Level 1 or Level 2 on FCAT Reading or Math receive after school tutoring (STAR) in reading or math 2 days a week..

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected by attendance of students and mastery of set objectives as determined by computerized tests.

Who is responsible for monitoring implementation of this strategy?

STAR Facilitator at the school is responsible as well as the tutors.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Virginia Abernathy	Principal
Pam Cox	Assistant Principal
Yvette Best	Academic Coach
Cathy Zeidwig	Academic Coach
Amanda Richmond	Kindergarten Team Leader
Heather McCosh	First Grade Team Leader
Liz Harkness	Second Grade Team Leader
Jill Hartsfield	Third Grade Team Leader
Sherri Barry	Fourth Grade Team Leader
Marge Henderson	Fifth Grade Team Leader
Kristina Schmitt	ESE/ESOL Team Leader
Terra Lemire	Guidance Counselor
Julie Stiltner	Special Area representative

How the school-based LLT functions

The school's LLT Leadership Team functions as a natural extension of the entire faculty. Every team is represented on the LLT. Core members of the LLT are the principal, assistant principal, academic coaches, and one member from each of the grade level teams including ESE/ESOL and Special Area teachers. The school's LLT focuses on problem solving four PLC essential questions in regards to literacy: 1)"What is it we expect students to learn?" 2) How will we know when they have learned it?" 3) "How will we respond when they don't learn?" and 4) "How will we respond when they already know it?" The team meets regularly to engage in the following activities: a)Review reading data and link reading/ literacy to curriculum, instruction and assessment decisions in regards to literacy; b) review progress

monitoring data at the grade level and the classroom level to identify students who are either meeting/ exceeding expectations or those who are at risk for not meeting benchmarks in reading; c) for those students who are at risk, discuss that tiered level supports are in place to address the deficits and to ensure grade-level proficiency as appropriate; d) for those students who are exceeding reading expectations, discuss enrichment activities that are in place to ensure acceleration of learning and e) for those students who are meeting expectations, ensure that core curriculum is strong and done with fidelity.

Principal and Assistant Principal: Provides a common vision for the use of data-based decision-making by promoting Professional Learning Communities. Ensures that educators are implementing the district's curriculum maps and instructional calendar accessible through the K-12 curriculum link of the webpage for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensures that the school's Problem Solving Team (PST) is accessed as needed. Ensures adequate professional development is scheduled for faculty. Supports the school's team in the completion of resource mapping (academic) with focus on standard protocol interventions in order to enhance implementation of PS/RtI. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the website (under Departments, Elementary Services) in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information on literacy as well as RtI at PST meetings. Selected General Education

Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching. Encompass Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

Academic Coaches: Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Coach teachers on the implementation of Core & intervention programs, monitoring, and providing tier 1 & 2 strategic instruction.

Major initiatives of the LLT

The major literacy initiatives will be: a) continuing to implement the Response to Intervention in Reading with kindergarten through fifth grade students during a daily 30 minute intervention time; b) scheduling appropriate professional growth activities to promote best practices in literacy; c) continuing to schedule data reviews in regards to literacy with each grade level team; d) review the use of Thinking Maps as a strategy for increasing literacy for all children; e) continue to implement the use of UNRA(A)VEL as a strategy for increasing literacy for all students; f) continue to implement the literacy "CAFE" as a way to involve students in monitoring their progress on the use of reading strategies in Comprehension, Accuracy, Fluency and Effective vocabulary development; g) expand the use of "The Daily Five" for literacy centers (1) Read to Self; (2) Read to Someone; (3) Listen to Reading; (4) Word Work; (5) Write in response to reading; and h) implement the use of "Write ...from the Beginning" Thinking Maps program in grades K - 5th.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

n/a

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families.

Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.

Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible

Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten

- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

n/a

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

n/a

Strategies for improving student readiness for the public postsecondary level

n/a

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	50%	No	62%
American Indian				
Asian				
Black/African American	37%	25%	No	43%
Hispanic	52%	48%	No	57%
White	63%	57%	No	67%
English language learners	44%	37%	No	50%
Students with disabilities	34%	21%	No	41%
Economically disadvantaged	51%	46%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	26%	35%
Students scoring at or above Achievement Level 4	55	24%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		35%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		69%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	95	63%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	23	64%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	53	52%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	26	26%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	32	32%	35%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	22	29%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	51%	50%	No	56%
American Indian				
Asian				
Black/African American	31%	39%	Yes	38%
Hispanic	43%	49%	Yes	49%
White	58%	52%	No	63%
English language learners	35%	43%	Yes	42%
Students with disabilities	33%	23%	No	39%
Economically disadvantaged	44%	46%	Yes	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	59	25%	35%
Students scoring at or above Achievement Level 4	56	24%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		35%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		69%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	113	75%	77%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	27	73%	75%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		0%
Middle school performance on high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	31%	33%
Students scoring at or above Achievement Level 4	24	31%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		51%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		51%

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	9		10
Participation in STEM-related experiences provided for students	445	79%	85%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	48	9%	8%
Students retained, pursuant to s. 1008.25, F.S.	32	8%	5%
Students who are not proficient in reading by third grade	46	53%	50%
Students who receive two or more behavior referrals	49	7%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	30	4%	3%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See 2013-14 Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents attending parent-teacher conferences	248	45%	50%

Area 10: Additional Targets**Additional targets for the school**

n/a

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
n/a			

Goals Summary

- G1.** Increase student achievement in all content areas by increasing student engagement through cooperative learning strategies.
- G2.** Increase student achievement in writing by incorporating writing in all content areas
- G3.** Increase student achievement in reading by improving basic fundamental reading skills and comprehension strategies.
- G4.** Increase student achievement in math through the use of hands-on/manipulative activities.

Goals Detail

G1. Increase student achievement in all content areas by increasing student engagement through cooperative learning strategies.

Targets Supported

- Writing
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS - Elementary School

Resources Available to Support the Goal

- KAGAN Cooperative Learning Strategies book

Targeted Barriers to Achieving the Goal

- Teachers new to our school have not received cooperative learning training.

Plan to Monitor Progress Toward the Goal

Increase student engagement through the use of cooperative learning strategies

Person or Persons Responsible

Teachers, Academic Coaches and Administration

Target Dates or Schedule:

Throughout the 2013-14 school year

Evidence of Completion:

90% or more of teachers are receiving Proficient or higher on the VSET evaluation system.

G2. Increase student achievement in writing by incorporating writing in all content areas

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- "Write from the Beginning" (K-5) and "Response to Literature" (K-5) books

Targeted Barriers to Achieving the Goal

- Not all teachers have been trained in teaching writing using "Write from the Beginning" & "Response to Literature".programs and not all teachers are consistent in the scoring of their writing samples.

Plan to Monitor Progress Toward the Goal

Increase development in student writing

Person or Persons Responsible

Teachers, Academic Coaches, District Writing Coach, IS TOA and Administration

Target Dates or Schedule:

After each district writing prompt

Evidence of Completion:

At least 50% or more of students will be writing at proficiency based on district writing rubric

G3. Increase student achievement in reading by improving basic fundamental reading skills and comprehension strategies.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing

Resources Available to Support the Goal

- Systematic Instruction in Phonemic Awareness, Phonics, and Spelling (SIPPS) Program for K-5
- Common Core Lesson Plan Book (K-5) and the on-line close reading template

Targeted Barriers to Achieving the Goal

- Teacher resistance to following the routines of SIPPS
- Not all teachers know how to plan close reading lessons using Common Core State Standards (CCSS).

Plan to Monitor Progress Toward the Goal

District reading assessments, FAIR, and SIPPS Mastery Tests

Person or Persons Responsible

Teachers, Academic Coaches, IS TOA, and Administration

Target Dates or Schedule:

At least 3 times during the 2013-14 school year

Evidence of Completion:

Increase in student achievement in district reading assessments, FAIR, and SIPPS Mastery Tests. Teachers will make instructional changes as needed based on scores.

G4. Increase student achievement in math through the use of hands-on/manipulative activities.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- STEM
- STEM - All Levels
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Grade level appropriate manipulative items for each student

Targeted Barriers to Achieving the Goal

- Time - teachers feel it takes too much time to distribute and use manipulatives

Plan to Monitor Progress Toward the Goal

Increased use of hands on/manipulative activities during math instruction

Person or Persons Responsible

Classroom Teachers, Academic Coaches, IS TOA and Administration

Target Dates or Schedule:

During PLC-Collaborative Planning time, coaching by Academic Coaches, and VSET observations.

Evidence of Completion:

Calculating percentage of students receiving a 70% or better on the district math assessments.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student achievement in all content areas by increasing student engagement through cooperative learning strategies.

G1.B1 Teachers new to our school have not received cooperative learning training.

G1.B1.S1 Identify those teachers who have not received any training in cooperative learning strategies and provide training for them while reviewing these strategies with teachers who had the training.

Action Step 1

The coaches will provide a one day training for teachers who have not had cooperative learning strategies.

Person or Persons Responsible

Academic coaches and new teachers to our school.

Target Dates or Schedule

November 2013

Evidence of Completion

School and inservice calendar.

Facilitator:

Academic Coaches

Participants:

Teachers new to our school

Action Step 2

Academic coaches will provide side by side coaching for all new teachers on implementation of cooperative learning strategies.

Person or Persons Responsible

Academic coaches and new teachers.

Target Dates or Schedule

Starting November and continuing throughout the 2013-2014 school year.

Evidence of Completion

Academic Coaches Outlook calendars.

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Increase student engagement during all content area lessons using cooperative learning strategies

Person or Persons Responsible

Academic Coaches

Target Dates or Schedule

During the 2013-2014 school year

Evidence of Completion

Academic Coaches log showing they have coached all teachers in cooperative learning strategies

Plan to Monitor Effectiveness of G1.B1.S1

Increase student engagement during all content area lessons by using cooperative learning strategies.

Person or Persons Responsible

All teachers observed by administration

Target Dates or Schedule

During the 2013-2014 school year

Evidence of Completion

At least 80% of teachers will receive a Proficient or higher rating on VSET in the area of student engagement

G2. Increase student achievement in writing by incorporating writing in all content areas

G2.B1 Not all teachers have been trained in teaching writing using "Write from the Beginning" & "Response to Literature".programs and not all teachers are consistent in the scoring of their writing samples.

G2.B1.S1 Facilitate "Write from the Beginning" training for all teachers during Collaborative Planning and/or after-school professional development opportunities.

Action Step 1

Train teachers in using "Write from the Beginning" and "Response to Literature" books

Person or Persons Responsible

Teachers who have not been trained in "Write from the Beginning".and/or "Response to Literature" books

Target Dates or Schedule

During weekly Collaborative Planning and/or after school professional development opportunities.

Evidence of Completion

Collaborative Planning minutes and/or Academic Coaches logs

Facilitator:

Academic Coaches, District Writing Coach and Instructional Teacher on Assignment

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Monitoring student writing samples

Person or Persons Responsible

Teachers, Academic Coaches, Writing Coach, Instructional Support TOA and administration

Target Dates or Schedule

Twice quarterly

Evidence of Completion

Grade level Collaborative Planning minutes, Academic Coaches logs, and administration input during Collaborative Planning as well as VSET observations

Plan to Monitor Effectiveness of G2.B1.S1

"Write from the Beginning" and "Response to Literature" strategies and rubrics of student writing samples

Person or Persons Responsible

Teachers, Academic Coaches, Writing Coach, IS TOA, and administration

Target Dates or Schedule

At least twice quarterly during grade level team's PLC-Collaborative Planning

Evidence of Completion

Increase in student development in writing based on student writing samples and Volusia Writes assessments data

G3. Increase student achievement in reading by improving basic fundamental reading skills and comprehension strategies.

G3.B1 Teacher resistance to following the routines of SIPPS

G3.B1.S1 Teachers will watch SIPPS videos (on iPad or Laptop) to familiarize themselves with correct routines to use with program.

Action Step 1

SIPPS on-line videos on correct routines

Person or Persons Responsible

Classroom teachers using SIPPS

Target Dates or Schedule

Prior to implementing a new SIPPS routine

Evidence of Completion

Student engagement during the SIPPS lesson -one lesson being accomplished in 30 minutes - as observed by Academic Coaches and/or Administration

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Use of Correct SIPPS routines and error corrections

Person or Persons Responsible

Classroom teachers, Academic Coaches, IS TOA, and Administration

Target Dates or Schedule

Throughout the year during SIPPS lessons

Evidence of Completion

Direct observation of classroom teacher using correct SIPPS routines and error corrections during side by side coaching and VSET Walk throughs and observations by Administration.

Plan to Monitor Effectiveness of G3.B1.S1

Use of correct SIPPS routines and error corrections

Person or Persons Responsible

Teachers, Academic Coaches, IS TOA and Administration

Target Dates or Schedule

During coaching cycle throughout the year and during Administration's VSET observations and/or Walk Through

Evidence of Completion

Increase student performance on SIPSS Mastery Tests as well as increase in reading scores as shown in FAIR data

G3.B2 Not all teachers know how to plan close reading lessons using Common Core State Standards (CCSS).

G3.B2.S1 Provide professional development in teaching the key elements of close reading using CCSS Lesson Plan Book and district close reading lesson plan template.

Action Step 1

Professional development on the key elements of close reading

Person or Persons Responsible

All teachers, Academic Coaches, IS TOAs, and Administration

Target Dates or Schedule

during Faculty Meetings and/or Early Release Professional Development (ERPD) Wednesdays

Evidence of Completion

Increased use of key elements of close reading

Facilitator:

Previously trained teachers, Academic Coaches, IS TOAs, and Administration

Participants:

All teachers including ESE, ESOL and Special Area

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Teachers use of key elements of close reading lessons

Person or Persons Responsible

Academic Coaches, IS TOA, and Administration

Target Dates or Schedule

During coaching sessions and VSET observations

Evidence of Completion

Students will be actively engaged in strategies such as text coding, answering complex questions, writing in response to literature, active discussions correlated to text, etc.

Plan to Monitor Effectiveness of G3.B2.S1

Increase students' abilities to apply these strategies during reading assessments

Person or Persons Responsible

Teachers, Academic Coaches, IS TOA, and Administration

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Use of formative and interim assessments in reading

G4. Increase student achievement in math through the use of hands-on/manipulative activities.

G4.B1 Time - teachers feel it takes too much time to distribute and use manipulatives

G4.B1.S1 During PLC-Collaborative Planning, Administration and Academic Coaches will discuss ways to incorporate the use of hands on/manipulative items during instruction and increase student engagement and problem solving. .

Action Step 1

Using the grade level Math Curriculum Maps, teachers will provide an inventory of manipulative materials that they have to use with students.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

During the first 9 weeks of school

Evidence of Completion

Completed inventories handed in to Principal. .

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Modeling of mathematical concepts using appropriate grade level tools (such as manipulatives) strategically

Person or Persons Responsible

Classroom teachers, Academic Coaches, IS TOA and Administration

Target Dates or Schedule

Throughout school year during classroom visitations and observations

Evidence of Completion

Direct observation by Academic Coaches, IS TOA and Administration of teachers using hands on/ manipulative items during math lessons.

Plan to Monitor Effectiveness of G4.B1.S1

Increase of student achievement, student engagement, and student understanding of mathematical concepts

Person or Persons Responsible

Classroom teachers, Academic Coaches, IS TOA and Administration

Target Dates or Schedule

During PLC-Collaborative Planning throughout the school year, coaching by Academic Coaches and VSET observations by Administration.

Evidence of Completion

Increase of student achievement on district math assessments.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I Part A

Our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation. Programs supported by Title I at Enterprise Elementary include: • Two Academic Coaches for the purpose of comprehensive staff development • Supplemental Tutoring during the school day. • Supplemental materials and supplies needed to close the achievement gap • Supplemental funds for on-going staff development as determined by the results of FCAT data . Parent activities such as Parent to Kids, Rising Readers

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following: • Academic Assistance through tutoring, and summer school • Translation Services for parent/teacher conferences • Parental support through parent/kid activity nights and workshops on school success • Migrant Parent Advisory Council (MPAC) • Medical Assistance through referrals to outside community agencies. • Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II The district receives federal funds to provide access to Professional Development activities for teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

Title X- Homeless The school works closely with the Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Title VI, Part B

Supplemental Academic Instruction (SAI) The district provides remedial and supplemental instructional resources to students who fail to meet performance levels. Enterprise Elementary utilizes these resources through the following: • During the school day tutoring in Math, Reading, Science, and Writing by classroom teachers during Special Area classes.

Violence Prevention Programs Enterprise Elementary offers the following non-violence and anti-drug programs: *Catalyst Student mentoring program *In School assemblies and programs for the prevention of Bullying and Harassment *Guidance Lessons for individuals and small group *Crisis training program *Suicide prevention program *Bully proofing curriculum taught by classroom teachers *Bullyproofing & harassment information included in monthly newsletters *Teachers and staff trained in bullyproofing curriculum.

Enterprise Elementary offers a variety of nutrition programs including: •Free and Reduced Meal Plan •Wellness Policy School Plan •Nutrition and Wellness classes •Health classes •Personal Fitness classes •Walking/Running Clubs for adults as well as students,

Head Start The District, in conjunction with the Head Start agency serving the community, coordinates

efforts to promote continuity of services and effective transitions for children and their families. These include: •Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school. •Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll. •Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible. •Coordinating the services being provided by Head Start with services in elementary schools. •Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

Enterprise Elementary offers students career awareness opportunities through Junior Achievement programs, guest speakers from business and industry, and field trips to business and industry locations.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase student achievement in all content areas by increasing student engagement through cooperative learning strategies.

G1.B1 Teachers new to our school have not received cooperative learning training.

G1.B1.S1 Identify those teachers who have not received any training in cooperative learning strategies and provide training for them while reviewing these strategies with teachers who had the training.

PD Opportunity 1

The coaches will provide a one day training for teachers who have not had cooperative learning strategies.

Facilitator

Academic Coaches

Participants

Teachers new to our school

Target Dates or Schedule

November 2013

Evidence of Completion

School and inservice calendar.

G2. Increase student achievement in writing by incorporating writing in all content areas

G2.B1 Not all teachers have been trained in teaching writing using "Write from the Beginning" & "Response to Literature".programs and not all teachers are consistent in the scoring of their writing samples.

G2.B1.S1 Facilitate "Write from the Beginning" training for all teachers during Collaborative Planning and/or after-school professional development opportunities.

PD Opportunity 1

Train teachers in using "Write from the Beginning" and "Response to Literature" books

Facilitator

Academic Coaches, District Writing Coach and Instructional Teacher on Assignment

Participants

All teachers

Target Dates or Schedule

During weekly Collaborative Planning and/or after school professional development opportunities.

Evidence of Completion

Collaborative Planning minutes and/or Academic Coaches logs

G3. Increase student achievement in reading by improving basic fundamental reading skills and comprehension strategies.

G3.B2 Not all teachers know how to plan close reading lessons using Common Core State Standards (CCSS).

G3.B2.S1 Provide professional development in teaching the key elements of close reading using CCSS Lesson Plan Book and district close reading lesson plan template.

PD Opportunity 1

Professional development on the key elements of close reading

Facilitator

Previously trained teachers, Academic Coaches, IS TOAs, and Administration

Participants

All teachers including ESE, ESOL and Special Area

Target Dates or Schedule

during Faculty Meetings and/or Early Release Professional Development (ERPD) Wednesdays

Evidence of Completion

Increased use of key elements of close reading

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase student achievement in all content areas by increasing student engagement through cooperative learning strategies.

G1.B1 Teachers new to our school have not received cooperative learning training.

G1.B1.S1 Identify those teachers who have not received any training in cooperative learning strategies and provide training for them while reviewing these strategies with teachers who had the training.

Action Step 1

The coaches will provide a one day training for teachers who have not had cooperative learning strategies.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed