Enterprise Learning Academy

2015-16 School Improvement Plan

Enterprise Learning Academy

8085 OLD MIDDLEBURG RD S, Jacksonville, FL 32222

http://www.duvalschools.org/enterprise

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	52%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	61%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	D	C

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Enterprise Learning Academy provides an engaging, positive, and collaborative community that educates and inspires students to become life-long leaders and learners.

Provide the school's vision statement

Our vision is to prepare all students with a solid academic, social, and emotional foundation so that they can become productive citizens in college and/or their chosen career.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Student Climate Surveys are taken in the fall. Those results are analyzed and shared with the staff. Together we develop an action plan which will improve our deficient areas. Throughout the year we meet with and survey our student leaders to monitor the progress.
Student Group Sessions with Counselor- The counselor meets with identified groups of students who experience difficulties adhering to school rituals and routines; as well as groups who find themselves in need of routine meetings with the counselor
Principal-Student Mailbox- Students write letters to the principal to share concerns or things that are going well. The principal writes the students back to respond to their concerns and/or just to motivate and encourage.
Assistant Principal-Student Climate Feedback- Assistant Principal meets quarterly with all students and provides surveys to random to students. AP collects the surveys and uses their responses to provide feedback or make corrective actions
Student Council- Meets monthly to discuss the well-being of all students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school is highly committed to the belief that all students can meet high academic standards, and that we have the ability and the responsibility to help every child reach that potential. The school has created an environment where students feel safe and respected by:
-We meet with the entire 5th grade body (at least twice a year: mid-year and the end of the school year) to engage in discussions regarding safe and civil school. Students engage in team building activities and offer feedback to current programs and procedures in place and offer suggestions for new procedures.
-Provide students with experiences and opportunities to display leadership skills and to work collaboratively with peers: sports clubs, music clubs, brain brawl competitions, etc.
-Before school students are in common grade level areas with appropriate grade level activities that are supervised by Leadership team, school monitors, and safety patrols. This provides a safe and calm start to each day.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We believe that parents, students, and teachers working together to practice life skills, can maintain a positive, respectful learning climate at Enterprise Learning Academy. We work with students to help them to replace inappropriate behaviors with positive ones. We believe we can encourage responsible behaviors and prevent misbehaviors in order to be highly engaged in instructional activities at all times.

School wide:

We implement positive behavior systems- Each classroom teacher utilizes a color-coded chart where students can clip up or down for their behaviors throughout the day. There are rewards and consequences assign to each color.

Students receive Incident Referrals for Class II infractions. When a student receives an Incident Referral, a teacher might call the parent, move him away from the situation, assign an extra duty, issue a time out, etc. When a student has received at least 3 Incident Referrals for one infraction, the student could receive a referral and be sent to the office.

Once a referral is written a student can receive a conference with administration, a conference with the parent and administration, an extra detail, or In School Suspensions

When a student has received at least three referrals he can engage in sessions with the school counselor, several days of In School Suspension, one or several days of out of school suspension; depending on the severity of the infraction.

As we focus on positive behavior management we have adopted a school wide goal of 3 positive interactions for every 1 corrective action per student. This 3 to 1 ratio will help our students understand how to cope with corrective actions by experiencing positive interactions throughout the day.

Every attempt is made to correct the misbehavior- via school wide reward systems(Mega Bucks/ School Store) and in class reward system(Teacher Created), behavior contracts, timeouts, and In School Suspension.

Teachers are trained on school-wide behavior expectations at the beginning of the school year. Other small group and individual training sessions are provided with identified teachers as needed based on their referral data or observation of ineffective classroom management practices.

Students engage in two school-wide (by grade level) behavior expectations assembly at the beginning of the school year and in January following the Winter Break.At the assembly we address the newly implemented School Guidelines for Success and 3 School wide rules which include: The ELA Way- Excellence, Leadership, Attitude and 3 school wide rules: Follow Directions, Treat others with Kindness and respect, and Complete all assignments.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

-Military Family Counseling- We have a full time Military Family Counselor on staff. In addition to her weekly sessions and activities with students- she also meets with students, as needed individually to support emotional and behavioral needs.

-Counseling Sessions for Diverse Groups- Our school counselor and administrators meet with groups of students who are having difficulty adjusting in the classroom and sometimes outside of the classrooms (as requested by parents)

-Faith Base Community Partner - Our Faith-based partners provide and sponsor lots of incentives and fun programs to promote socially healthy students.

- Administrative team also mentors the Bottom Quartile students- meeting with them at least once every two weeks.

- We also provide many in school assemblies to address a variety of social and emotional topics, including but not limited to: Officer Friendly, Ronald McDonald, and Team building led by leadership team.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The data listed below was pulled from the FOCUS student information system. This was used to gather attendance, discipline/suspension and students failing in reading/math.
The Florida Standard Assessment, (FSA) does not categorize students as level 1. For this we used Achieve3000 (Reading) and iReady (Math) to identify students who fall far below grade level performance.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	21	23	23	23	22	11	123
One or more suspensions	0	2	1	0	7	3	13
Course failure in ELA or Math	0	0	8	4	5	1	18
Level 1 on statewide assessment	0	0	0	82	55	51	188

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level		Total
	2	3	
Students exhibiting two or more indicators	2	1	3

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Tier 2 and 3 students (4th-5th) Extra I-Ready support 30 minutes before school starts
Reading Coach support 3rd grade Readers (Tier 2) during the school day
Reading Interventionist supports 4th and 5th grade Tier 3 readers
Part Time Math Tutor will support Tier 3 3rd grade Math students beginning December
Math Coach supports Tier 2 and 3 Math students
Assistant Principal meets weekly with Tier 2/3 behavior students to encourage and motivate
School Counselor meets with parents of students with severe attendance concerns monthly.
Teachers call the parents of students once they have missed 2 days within a 9 week period.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Parent targets for Enterprise Learning Academy are listed below:
-Increase parent involvement in the area of student academic need. This is done through grade level parent nights where the teachers and students present information about the work being conducted in class and provide parents with ways to support their children academically at home. Grade levels also send out a quarterly newsletter to inform parents of upcoming instruction and ways to assist students with upcoming standards.
-Increase parent in involvement in the area of school activities. This is done through our volunteer program. AP Carter meets with our parent volunteers to update them on upcoming events and in class opportunities. We also utilize the School Messenger call out system, SAC meetings, and fliers to inform parents of upcoming school activities and volunteer needs.
-Increase parent involvement in the area of school safety.This is done through the SAC and PTA meetings which are held monthly.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

SAC meetings are conducted monthly- 4th Monday of the month at 6:00 PM. Meetings are advertised through monthly newsletter, school's web site, e-mail invitations, School Messenger -Call outs, and at various Parent Nights. SAC members also seek out community members to invite depending on expressed needs.
School administrators also attend church services of local churches ,and has also opened the building for Girl/Boy scout use, Weekly church services (Trinity Baptist at Oakleaf), as well as Homeowner Association meetings.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Wakefield, Aszolyn	Principal
Porter, Amanda	Instructional Coach
Dawkins, Misha	Instructional Coach
Carter, Martin	Assistant Principal
Wilson, Joderia	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

• Principal(s): Provides a common vision for the use of data-based decision-making; ensures that each team member monitors and supports instruction and student achievement though routine Professional Development, focus walks, and coaching sessions with the staff. The Principal facilitates daily Leadership team meetings where data is discussed, Professional development is planned based on focus walk results.
• Assistant Principals: Analyze data, deliver professional development, conducts focus walks, feedback, coaching and modeling sessions with staff. Ensures that students are learning in the safest environment possible.
• School counselor: Provides quality services and expertise on issues ranging from program design to

assessment and intervention with individual students; links community agencies to schools and families to support the child's academic, emotional behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.

• Instructional Coaches: Provide ongoing instructional support to teachers and students (Coaching, modeling, coaching cycles, professional development, common planning, and small group instruction for tier 2 and 3.)

- Reading Interventionist: Provide ongoing support for Tier 3 students in 4th and 5th grade through push in and pull out sessions.

• Professional Development Facilitator: Ensures that New teachers are paired with a mentor, also serves as a resource to new teachers and ensuring they receive all of their new teacher professional development.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Identifying at risk students based on classroom and student data (i.e. content grades, CGA baselines(3rd-5th), i-Ready, Achieve 3000, previous FCAT/FSA scores, prior retention, and classroom observations) In addition to that a problem solving team has been established to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or academic behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific area of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Based on this information, the team may identify professional development activities to create effective learning opportunities. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, Rti/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Demetria Kyles	Parent
Shawntel Mack	Parent
Isabel Ford	Business/Community
Betty Page	Education Support Employee
Shelly Mixon	Teacher
Aszloyn N. Wakefield	Principal
Amanda Porter	Teacher
Patricia Johnson	Teacher
Phillip Crump	Business/Community
Barbara Jules	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC received quarterly updates on the School Improvement Plan .The updates were aligned with quarterly assessments to show that progress was being made toward the SIP goals. The assessment results were shared for students who were proficient and those who were not- as well as to plan for improving those students who were not proficient.

Development of this school improvement plan

The staff works in committees to develop their portions (Reading, Math, Science, etc.) of the SIP. Teachers analyze various sets of data (FSA/FCAT/Achieve 3000/i-Ready, etc.) The draft once completed is presented to the staff and then to the SAC for review. At this time SAC asks clarifying questions and makes recommendations. The SAC meets monthly to discuss the progress of strategies being implemented, assessment results (being used to monitor achievement of the SIP goals SAC monitors the progress of the strategies outlined in the SIP), and ultimately determines if the strategies implemented resulted in our school achieving its goals.

Preparation of the school's annual budget and plan

Based on our data results, SAC has input and approves how we spend dollars allocated for remediation.
Reading has continued to be our weakest area so most funds will be utilized to support this area as well as our positive behavior system with our Manatee mall.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Reading and Math Improvement.
Manipulatives and resources for small group remediation/reinforcement were purchased. Total budgeted was $3,186.66
Materials included, but not limited to: K-2 Lucy Calkins writing, K-1 Phonics kits, Clickers, Flocabulary, Etc..

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Porter, Amanda	Instructional Technology
Wilson, Joderia	Assistant Principal
Byerly, Cynthia	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team has three major initiatives this school year.
1) Promote student reading (increase/develop a love for reading) by providing frequent incentives and

awards for students who meet their reading goal.
- Million Read Campaign
- Quarterly Incentives
- Literacy Celebration
2) Promote student Reading growth through the use of Blended Learning Programs: I-Ready and Achieve 3000
- Monthly school wide incentives for growth
- In class incentives for growth
- Use of program with fidelity in order to show a years worth of growth.
3) Improve reading with Tier 2 and 3 students
- Monitor Achieve 3000 and I-Ready Data monthly for student progress, (for effectiveness of remediation
strategies and revision of remedial strategies)
-Daily small group instruction to address deficient skills utilizing (Barton, Ready Common Core, I-Ready)

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

~Faculty Meetings begin with a collaborative strategy or protocol that promotes teachers working together to problem solve, discuss, or engage in some non-threatening way.
~Teachers work collaboratively at least 3 times monthly with Instructional coaches and administration to collaboratively plan, develop assessments, and to analyze student work and data.
- Teachers are given opportunities during Professional development to collaborate across content and grade level
~Teachers write notes of thanks and appreciation to each other (Thank you board in workroom)
~Teachers are recognized during early release and in the weekly megaphone for doing something well (strategy taught, implementing something new, etc.)
~ Teachers plan and provide professional development to their peers

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Each new teacher receives a copy of the Faculty Handbook and reviews it with an administrator
Each new teacher is assigned a mentor (CET trained and rated as Effective as measured by the CAST)
Each new teachers works closely with the Professional Development Facilitator
Administrator will recognize teacher growth and accomplishments
Teachers are given opportunities to develop leadership skills through- Grade Level Leaders, Leading Professional Development, PLC's, and other school wide initiatives.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

-Teachers are assigned a grade level/subject area mentor (CET trained and rated Effective as measure by the CAST). The Mentor will help the Mentee with understanding the IPDP process, CAST rubric, and any other area of support deemed necessary from observations and teacher request.
-New teachers' PLC meet monthly with administration
-Site-based coaches will model classroom instruction and other best practices to enhance classroom instruction
-Each new teacher receives grade level and vertical PLC support

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers receive ongoing professional development and engage in unpacking the standard and the lessons with instructional coaches and administration.
Administration monitors the use of the approved curriculum and resources with fidelity
The instructional leadership team works together to provide and develop appropriate materials, strategies, and tools for small group/center instruction.
Teachers work collaboratively during their planning time to ensure or increase the rigor and alignment of activities.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

During the lesson Teacher monitors we do/they do activities to determine if students need to be pulled into an immediate remediation/reteach session while the rest of the class works independently.
At the end of daily lessons students are given an Exit Ticket. These are used to determine students' understanding of the concepts/skills taught. Feedback is provided to all students and a quick re-teach is provided for students who need additional support.
At the mid point of the unit/module students are given a mini assessment of the standards covered.
For students not mastering the standard, the teacher meets with these students in a daily small group while other students are engaging in center rotation activities to re-mediate or enrich skills. Students are assessed after a series of re-teach lessons are provided.
Re-teach lesson could be in the form of teaching a different strategy, utilizing Ready Common Core materials, I-ready lessons, Achieve 3000 articles, extension of Core instructional material, DAR TTS, FCRR, etc...
Once a unit is taught the students are given a Post assessment to determine understanding of several standards.
Students engage in differentiated centers, activities, small group instruction (Student or teacher-led)
Teachers also utilize data from blended learning programs to differentiate centers and instruction based on highest needs.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 1,620

Math and Reading Enrichment/Intervention- twice per week (each group) from 8:30 to 9:00 AM- utilizing on-line learning- I-Ready and Achieve 3000
Tutoring with administration
Reading Interventionist

Strategy Rationale

Effective Small group instruction allows the instructor to deliver specific explicit instruction addressing deficient skills, monitor the student learning, and provide immediate feedback

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Carter, Martin, carterm1@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The i-Ready program creates its own data based on student performance, to be collected and analyzed.
Assistant Principal will meet with students for data chats so that they monitor their progress as well.
Achieve 3000 increases or decreases Lexile level based on student performance.
All students data is recorded and monitored in school's data room
Students also maintain data notebooks
Teachers engage in data discussions with administration monthly

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Beginning with our Preschool program we host tours for families allowing students to visit all grade level classrooms. As students transition from one grade to the next we provide summer enrichment fliers for parents to continue working with students on the next years skills, we host an educational summer camp, and a school orientation for students to familiarize themselves with their next years teacher and location of the room. As students begin their transition from 5th grade into 6th we promote partnerships with our magnet/feeder schools to provide as much information to the students and families about their upcoming move.
In addition to in school support we provide local Preschool programs with Kindergarten expectations (program brochure) at the end of our academic school year.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If the faculty and staff implement the PBIS plan consistently and with fidelity, then the number of student behavior referrals will decrease.

G2.   If teachers implement small group instruction that targets the specific skill deficiencies of students, as evidenced by current data, the number of Tier 2 and 3 Reading and Math Students will decrease.

G3.   If common planning meetings are used to deepen teachers understanding of the lesson plans, and if teachers prepare for and deliver those lessons with fidelity, the number of students proficient in Reading, Math, and Science will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If the faculty and staff implement the PBIS plan consistently and with fidelity, then the number of student behavior referrals will decrease. 1a

G071973

Targets Supported 1b

Indicator	Annual Target
	75.0

Resources Available to Support the Goal 2

- PBIS Team - Including Admin. Teachers, Para's. Meet monthly to analyze student behavior incident data. Report to the faculty and problem solve.

Targeted Barriers to Achieving the Goal 3

- Increase in novice and new to Enterprise teachers.

Plan to Monitor Progress Toward G1. 8

administer the TNTP Students (fall and Spring) and Student Surveys

Person Responsible

Martin Carter

Schedule

Quarterly, from 10/1/2015 to 5/30/2016

Evidence of Completion

Student survey results should show increase in areas pertaining to positive interactions, and being encouraged/supported

G2. If teachers implement small group instruction that targets the specific skill deficiencies of students, as evidenced by current data, the number of Tier 2 and 3 Reading and Math Students will decrease. 1a

🔍 G071974

Targets Supported 1b

Indicator	Annual Target
Non-proficient Reading by Grade 03	15.0
FSA English Language Arts - Achievement	70.0
ELA/Reading Lowest 25% Gains	70.0
FSA Mathematics - Achievement	62.0

Resources Available to Support the Goal 2

- Reading Coach working with 3rd grade population tier 2 and 3
- Reading Interventionist working with 4th and 5th grade population tier 3
- I-ready Diagnostic assesment
- Barton
- Small group teacher led instruction
- Reading Interventionist working with 4th and 5th grade population
- I-ready Diagnostic assesment
- Barton
- Small group teacher led instruction
- Principal Common Planning

Targeted Barriers to Achieving the Goal 3

- Inability to deliver effective small group instruction
- Misinterpretation of data for differentiation of instruction

Plan to Monitor Progress Toward G2. 8

Data from classroom observations specifically for teacher led small groups and the tasks students are doing during the small group instructions.

Person Responsible
Joderia Wilson

Schedule
Biweekly, from 8/31/2015 to 8/31/2015

Evidence of Completion
Walk-through feedback forms, and informal observations, and feedback to teachers regarding their small groups.

G3. If common planning meetings are used to deepen teachers understanding of the lesson plans, and if teachers prepare for and deliver those lessons with fidelity, the number of students proficient in Reading, Math, and Science will increase. 1a

🔍 G071975

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	120.0
FAA Reading Proficiency	65.0
FSA Mathematics - Achievement	70.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Common Planning to provide guidance in lesson components

- Math Coach as the training facilitator and additional resources for extensive content knowledge

- Reading Coach as the training facilitator and additional resources for extensive content knowledge

- District Curriculum- Duval Reads and Math, New curriculum that provides rich, deep content knowledge to teach content skills and mastery

- District purchased computer programs (I-Ready Math and Reading, Achieve 3000) to provide additional student support for home and school, skills based support.

- Science Framework provides the guidance needed for the teachers to implement core effectively

Targeted Barriers to Achieving the Goal 3

- Difficulty in implemetation of the components from the new curriculum: Duval Math/Reads

- Misunderstanding the use of the Science framework and implementation

Plan to Monitor Progress Toward G3. 8

District Assessments- PMAs;

Person Responsible
Martin Carter

Schedule
Every 2 Months, from 10/1/2015 to 4/1/2016

Evidence of Completion
Increase of students scoring 70% or higher on each PMAs

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B = Barrier** **S** = Strategy

1 = Problem Solving Step 🔑 S123456 = Quick Key

G1. If the faculty and staff implement the PBIS plan consistently and with fidelity, then the number of student behavior referrals will decrease. 1

🔑 G071973

G1.B1 Increase in novice and new to Enterprise teachers. 2

🔑 B187676

G1.B1.S1 Positive Behavior Management Professional Development for new teachers and any teacher needing management support. 4

🔑 S199190

Strategy Rationale

Supporting teachers with classroom management will increase student overall classroom performance and decrease behavior infractions.

Action Step 1 5

Administration will provide professional development and on-going support for novice teachers and teachers new to Enterprise in the area of classroom management using positive classroom behavior strategies.

Person Responsible

Martin Carter

Schedule

Quarterly, from 9/21/2015 to 4/29/2016

Evidence of Completion

Teacher positive behavior strategies checklist to indicate implementation of strategies in the classroom.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Administration classroom observations and/or focus walks

Person Responsible

Martin Carter

Schedule

Monthly, from 8/31/2015 to 3/31/2016

Evidence of Completion

Administration debrief with teachers. Debrief will include observation notes, strengths, weaknesses and next steps

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Monthly meetings with the PBIS team to provide feedback and follow up suggestions from grade level teams.

Person Responsible

Martin Carter

Schedule

Monthly, from 8/31/2015 to 4/15/2016

Evidence of Completion

Meeting notes to reflect progress and suggestions.

G2. If teachers implement small group instruction that targets the specific skill deficiencies of students, as evidenced by current data, the number of Tier 2 and 3 Reading and Math Students will decrease. 1

🔍 G071974

G2.B3 Inability to deliver effective small group instruction 2

🔍 B187680

G2.B3.S1 Professional development to model and role play how to plan and execute effective small group lessons. 4

🔍 S199191

Strategy Rationale

Teachers need support in selecting appropriate material to plan and use for small group

Action Step 1 5

Provide Professional Development during common planning and Early Dismissal

Person Responsible

Amanda Porter

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Meeting Agenda, Professional Development journals, Teacher Feedback

Action Step 2 5

Observe effective teacher- led small group instruction

Person Responsible

Aszolyn Wakefield

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Focus walk, Center journals, teacher feedback

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Focus Walks to observe the implementation of the agreed upon Next Steps

Person Responsible

Aszolyn Wakefield

Schedule

On 6/3/2016

Evidence of Completion

Teacher lesson plans, consistent student journal entries, Increase at least one year's growth in I-Ready and Achieve 3000 scores,

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Data tracking for Mid and End of Module Assessment

Person Responsible

Aszolyn Wakefield

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Collection of data from mid-end module

G2.B3.S2 Provide opportunities for teachers to observe peers (utilizing an observation tool) who have demonstrated success in small group instruction 4

🔑 S199192

Strategy Rationale

Teachers need to see this practice effectively modeled.

Action Step 1 5

Schedule teachers to conduct focused peer observations in model classrooms throughout the district

Person Responsible

Joderia Wilson

Schedule

Biweekly, from 10/5/2015 to 12/10/2015

Evidence of Completion

Action Step 2 5

Observe teacher implement newly learned strategies and practices

Person Responsible

Martin Carter

Schedule

Biweekly, from 10/6/2015 to 12/11/2015

Evidence of Completion

G2.B4 Misinterpretation of data for differentiation of instruction [2]

B187681

G2.B4.S2 Professional development focused on pulling and interpreting data [4]

S199194

Strategy Rationale

Developing existing and new teacher support in deciding the purpose of data sources and interpretation of data.

Action Step 1 [5]

Math Coach schedules collaborative planning sessions to meet with grade levels to discuss data and teaching strategies.

Person Responsible

Misha Dawkins

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Problem solving through analysis coordination and team work (PACT), Principal Common Planning Agendas, District and Curriculum Assessments

Action Step 2 [5]

Reading Coach schedules collaborative planning sessions to meet with grade levels to discuss data and teaching strategies.

Person Responsible

Amanda Porter

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Problem solving through analysis coordination and team work (PACT), Principal Common Planning Agendas, District and Curriculum Assessments

Action Step 3 5

Science Lead schedules collaborative planning sessions to meet with grade levels to discuss data and teaching strategies

Person Responsible

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Problem solving through analysis coordination and team work (PACT), Principal Common Planning Agendas, District and Curriculum Assessments

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Discussion and review of data forms at principal common planning on what was collected why, and and how the data is being used to form instructional decisions

Person Responsible

Aszolyn Wakefield

Schedule

Quarterly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Teachers-student data chat forms, Admin- teacher data chat forms; and center plans which reflect decisions made as a result of data.

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Anaylsis of data from module assessments and district assessments

Person Responsible

Aszolyn Wakefield

Schedule

Every 6 Weeks, from 9/14/2015 to 6/3/2016

Evidence of Completion

Problem solving Through Analysis, Coordination and Team work (PACT) for Module & District assessments results, students' increased performance on assessments (Exit Tickets, mid Module and End of Module Assessments

G3. If common planning meetings are used to deepen teachers understanding of the lesson plans, and if teachers prepare for and deliver those lessons with fidelity, the number of students proficient in Reading, Math, and Science will increase. 1

🔧 G071975

G3.B1 Difficulty in implemetation of the components from the new curriculum: Duval Math/Reads 2

🔧 B187683

G3.B1.S2 Common Planning Meetings centered on the implementation of the components in isolation and then their benefits in unison with Coaches and Administration 4

🔧 S199196

Strategy Rationale

Teachers need support in the implementation of the Duval Reads/ Math curriculum.

Action Step 1 5

Coaches and Admin will provide lesson planning support through common planning meetings to model how to implement the core curriculum via lesson planning sessions, lesson study sessions, condensing lesson plans, and communicate about concerns and resolutions

Person Responsible

Martin Carter

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Evidence will include focus walk observations on core implementation.

Action Step 2 5

Conduct teacher coaching cycles on the specific areas of weakness within implementation of the curriculum (Ranging from one to all components, while chunking)

Person Responsible

Misha Dawkins

Schedule

On 6/3/2016

Evidence of Completion

Evidence will include focus walk observations on core implementation.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 `6`

Administration will observe Core lesson implementation with specific look for's from the common planning meeting and/ or coaching cycles

Person Responsible

Aszolyn Wakefield

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Teacher lesson plan notes and reflections, Informal Observations, Focus Walk Feedback, and common board configuration, post conference and next action steps

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Monitoring of Exit Tickets,Mid and end of unit assessment data

Person Responsible

Aszolyn Wakefield

Schedule

On 6/3/2016

Evidence of Completion

Increased student achievement on assessments .

G3.B5 Misunderstanding the use of the Science framework and implementation 2

🔧 B187687

G3.B5.S2 Professional Development for implementation of science framework 4

🔧 S199200

Strategy Rationale

We have new teachers in 5th grade science who are unfamiliar with the science framework

Action Step 1 5

Provide professional development opportunities for each piece of the science framework as well as co-teaching and modeling lessons

Person Responsible

Martin Carter

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Focus walk data and informal observations on the implementation of the portion of the science framework that was covered in the professional development.

Plan to Monitor Fidelity of Implementation of G3.B5.S2 6

Lesson implementation for all parts of the Science Framework

Person Responsible

Aszolyn Wakefield

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Lesson plans, center plans, focus walks, and informal observations

Plan to Monitor Effectiveness of Implementation of G3.B5.S2 `7`

Execution of Lesson Plan and labs

Person Responsible

Aszolyn Wakefield

Schedule

Daily, from 8/31/2015 to 6/3/2016

Evidence of Completion

Student completion of tasks: journal entries, lab write ups, and Exit Tickets

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Administration will provide professional development and on-going support for novice teachers and teachers new to Enterprise in the area of classroom management using positive classroom behavior strategies.	Carter, Martin	9/21/2015	Teacher positive behavior strategies checklist to indicate implementation of strategies in the classroom.	4/29/2016 quarterly
G2.B3.S1.A1	Provide Professional Development during common planning and Early Dismissal	Porter, Amanda	8/31/2015	Meeting Agenda, Professional Development journals, Teacher Feedback	6/3/2016 weekly
G2.B3.S2.A1	Schedule teachers to conduct focused peer observations in model classrooms throughout the district	Wilson, Joderia	10/5/2015		12/10/2015 biweekly
G2.B4.S2.A1	Math Coach schedules collaborative planning sessions to meet with grade levels to discuss data and teaching strategies.	Dawkins, Misha	9/14/2015	Problem solving through analysis coordination and team work (PACT), Principal Common Planning Agendas, District and Curriculum Assessments	6/3/2016 monthly
G3.B1.S2.A1	Coaches and Admin will provide lesson planning support through common planning meetings to model how to implement the core curriculum via lesson planning sessions, lesson study sessions, condensing lesson plans, and communicate about concerns and resolutions	Carter, Martin	8/31/2015	Evidence will include focus walk observations on core implementation.	6/3/2016 weekly
G3.B5.S2.A1	Provide professional development opportunities for each piece of the science framework as well as co-teaching and modeling lessons	Carter, Martin	8/31/2015	Focus walk data and informal observations on the implementation of the portion of the science framework that was covered in the professional development.	6/3/2016 weekly
G2.B3.S1.A2	Observe effective teacher- led small group instruction	Wakefield, Aszolyn	8/31/2015	Focus walk, Center journals, teacher feedback	6/3/2016 weekly
G2.B3.S2.A2	Observe teacher implement newly learned strategies and practices	Carter, Martin	10/6/2015		12/11/2015 biweekly
G2.B4.S2.A2	Reading Coach schedules collaborative planning sessions to meet with grade levels to discuss data and teaching strategies.	Porter, Amanda	9/14/2015	Problem solving through analysis coordination and team work (PACT), Principal Common Planning Agendas, District and Curriculum Assessments	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S2.A2	Conduct teacher coaching cycles on the specific areas of weakness within implementation of the curriculum (Ranging from one to all components, while chunking)	Dawkins, Misha	8/31/2015	Evidence will include focus walk observations on core implementation.	6/3/2016 one-time
G2.B4.S2.A3	Science Lead schedules collaborative planning sessions to meet with grade levels to discuss data and teaching strategies		9/14/2015	Problem solving through analysis coordination and team work (PACT), Principal Common Planning Agendas, District and Curriculum Assessments	6/3/2016 monthly
G1.MA1	administer the TNTP Students (fall and Spring) and Student Surveys	Carter, Martin	10/1/2015	Student survey results should show increase in areas pertaining to positive interactions, and being encouraged/ supported	5/30/2016 quarterly
G1.B1.S1.MA1	Monthly meetings with the PBIS team to provide feedback and follow up suggestions from grade level teams.	Carter, Martin	8/31/2015	Meeting notes to reflect progress and suggestions.	4/15/2016 monthly
G1.B1.S1.MA1	Administration classroom observations and/or focus walks	Carter, Martin	8/31/2015	Administration debrief with teachers. Debrief will include observation notes, strengths, weaknesses and next steps	3/31/2016 monthly
G2.MA1	Data from classroom observations specifically for teacher led small groups and the tasks students are doing during the small group instructions.	Wilson, Joderia	8/31/2015	Walk-through feedback forms, and informal observations, and feedback to teachers regarding their small groups.	8/31/2015 biweekly
G2.B3.S1.MA1	Data tracking for Mid and End of Module Assessment	Wakefield, Aszolyn	8/31/2015	Collection of data from mid-end module	6/3/2016 monthly
G2.B3.S1.MA1	Focus Walks to observe the implementation of the agreed upon Next Steps	Wakefield, Aszolyn	8/31/2015	Teacher lesson plans, consistent student journal entries, Increase at least one year's growth in I-Ready and Achieve 3000 scores,	6/3/2016 one-time
G2.B4.S2.MA1	Anaylsis of data from module assessments and district assessments	Wakefield, Aszolyn	9/14/2015	Problem solving Through Analysis, Coordination and Team work (PACT) for Module & District assessments results, students' increased performance on assessments (Exit Tickets, mid Module and End of Module Assessments	6/3/2016 every-6-weeks
G2.B4.S2.MA1	Discussion and review of data forms at principal common planning on what was collected why, and and how the data is being used to form instructional decisions	Wakefield, Aszolyn	9/14/2015	Teachers-student data chat forms, Admin- teacher data chat forms; and center plans which reflect decisions made as a result of data.	6/3/2016 quarterly
G3.MA1	District Assessments- PMAs;	Carter, Martin	10/1/2015	Increase of students scoring 70% or higher on each PMAs	4/1/2016 every-2-months
G3.B1.S2.MA1	Monitoring of Exit Tickets,Mid and end of unit assessment data	Wakefield, Aszolyn	8/31/2015	Increased student achievement on assessments .	6/3/2016 one-time
G3.B1.S2.MA1	Administration will observe Core lesson implementation with specific look for's from the common planning meeting and/ or coaching cycles	Wakefield, Aszolyn	8/31/2015	Teacher lesson plan notes and reflections, Informal Observations, Focus Walk Feedback, and common board configuration, post conference and next action steps	6/3/2016 weekly
G3.B5.S2.MA1	Execution of Lesson Plan and labs	Wakefield, Aszolyn	8/31/2015	Student completion of tasks: journal entries, lab write ups, and Exit Tickets	6/3/2016 daily
G3.B5.S2.MA1	Lesson implementation for all parts of the Science Framework	Wakefield, Aszolyn	8/31/2015	Lesson plans, center plans, focus walks, and informal observations	6/3/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If the faculty and staff implement the PBIS plan consistently and with fidelity, then the number of student behavior referrals will decrease.

G1.B1 Increase in novice and new to Enterprise teachers.

G1.B1.S1 Positive Behavior Management Professional Development for new teachers and any teacher needing management support.

PD Opportunity 1

Administration will provide professional development and on-going support for novice teachers and teachers new to Enterprise in the area of classroom management using positive classroom behavior strategies.

Facilitator

Martin Carter, Asst. Principal

Participants

New Teachers and any teacher needing Behavior Management Support.

Schedule

Quarterly, from 9/21/2015 to 4/29/2016

G2. If teachers implement small group instruction that targets the specific skill deficiencies of students, as evidenced by current data, the number of Tier 2 and 3 Reading and Math Students will decrease.

G2.B3 Inability to deliver effective small group instruction

G2.B3.S1 Professional development to model and role play how to plan and execute effective small group lessons.

PD Opportunity 1

Provide Professional Development during common planning and Early Dismissal

Facilitator

Accompanying coach/administrator: M. Dawkins. A. Porter, J. Wilson, M. Carter, A. Wakefield

Participants

K-5 Teachers

Schedule

Weekly, from 8/31/2015 to 6/3/2016

PD Opportunity 2

Observe effective teacher- led small group instruction

Facilitator

Porter, Wakefield, Carter, Wilson

Participants

K-5 Teachers

Schedule

Weekly, from 8/31/2015 to 6/3/2016

G2.B3.S2 Provide opportunities for teachers to observe peers (utilizing an observation tool) who have demonstrated success in small group instruction

PD Opportunity 1

Schedule teachers to conduct focused peer observations in model classrooms throughout the district

Facilitator

M. Dawkins, J. Wilson, A. Wakefield, A. Porter

Participants

K-5 Teacher groups by grade level and content

Schedule

Biweekly, from 10/5/2015 to 12/10/2015

PD Opportunity 2

Observe teacher implement newly learned strategies and practices

Facilitator

Wakefield, Wilson, Carter

Participants

K-5 teacher groups by grade level and content

Schedule

Biweekly, from 10/6/2015 to 12/11/2015

G2.B4 Misinterpretation of data for differentiation of instruction

G2.B4.S2 Professional development focused on pulling and interpreting data

PD Opportunity 1

Math Coach schedules collaborative planning sessions to meet with grade levels to discuss data and teaching strategies.

Facilitator

Dawkins, Carter, Wakefield, Wilson

Participants

K-5 Math Teachers

Schedule

Monthly, from 9/14/2015 to 6/3/2016

PD Opportunity 2

Reading Coach schedules collaborative planning sessions to meet with grade levels to discuss data and teaching strategies.

Facilitator

Porter, Carter, Wakefield, Wilson

Participants

K-5 Reading Teachers

Schedule

Monthly, from 9/14/2015 to 6/3/2016

PD Opportunity 3

Science Lead schedules collaborative planning sessions to meet with grade levels to discuss data and teaching strategies

Facilitator

Carter, Wakefield, Wilson

Participants

5th Science Teachers

Schedule

Monthly, from 9/14/2015 to 6/3/2016

G3. If common planning meetings are used to deepen teachers understanding of the lesson plans, and if teachers prepare for and deliver those lessons with fidelity, the number of students proficient in Reading, Math, and Science will increase.

G3.B1 Difficulty in implemetation of the components from the new curriculum: Duval Math/Reads

G3.B1.S2 Common Planning Meetings centered on the implementation of the components in isolation and then their benefits in unison with Coaches and Administration

PD Opportunity 1

Coaches and Admin will provide lesson planning support through common planning meetings to model how to implement the core curriculum via lesson planning sessions, lesson study sessions, condensing lesson plans, and communicate about concerns and resolutions

Facilitator

Dawkins, Porter, Wakefield, Carter, Wilson

Participants

K-5 Reading & Math Teachers, 5th Grade Science

Schedule

Weekly, from 8/31/2015 to 6/3/2016

PD Opportunity 2

Conduct teacher coaching cycles on the specific areas of weakness within implementation of the curriculum (Ranging from one to all components, while chunking)

Facilitator

Dawkins, Wakefield, Carter, Wilson

Participants

K-5 Reading & Math Teachers, 5th Grade Science

Schedule

On 6/3/2016

G3.B5 Misunderstanding the use of the Science framework and implementation

G3.B5.S2 Professional Development for implementation of science framework

PD Opportunity 1

Provide professional development opportunities for each piece of the science framework as well as co-teaching and modeling lessons

Facilitator

Carter, Wakefield, Wilson, Porter

Participants

5th grade science

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	**Administration will provide professional development and on-going support for novice teachers and teachers new to Enterprise in the area of classroom management using positive classroom behavior strategies.**	**$0.00**
2	G2.B3.S1.A1	**Provide Professional Development during common planning and Early Dismissal**	**$0.00**
3	G2.B3.S1.A2	**Observe effective teacher- led small group instruction**	**$0.00**
4	G2.B3.S2.A1	**Schedule teachers to conduct focused peer observations in model classrooms throughout the district**	**$0.00**
5	G2.B3.S2.A2	**Observe teacher implement newly learned strategies and practices**	**$0.00**
6	G2.B4.S2.A1	**Math Coach schedules collaborative planning sessions to meet with grade levels to discuss data and teaching strategies.**	**$0.00**
7	G2.B4.S2.A2	**Reading Coach schedules collaborative planning sessions to meet with grade levels to discuss data and teaching strategies.**	**$0.00**
8	G2.B4.S2.A3	**Science Lead schedules collaborative planning sessions to meet with grade levels to discuss data and teaching strategies**	**$0.00**
9	G3.B1.S2.A1	**Coaches and Admin will provide lesson planning support through common planning meetings to model how to implement the core curriculum via lesson planning sessions, lesson study sessions, condensing lesson plans, and communicate about concerns and resolutions**	**$0.00**
10	G3.B1.S2.A2	**Conduct teacher coaching cycles on the specific areas of weakness within implementation of the curriculum (Ranging from one to all components, while chunking)**	**$0.00**
11	G3.B5.S2.A1	**Provide professional development opportunities for each piece of the science framework as well as co-teaching and modeling lessons**	**$0.00**
		Total:	**$0.00**