

Duval County Public Schools

Enterprise Learning Academy



2016-17 Schoolwide Improvement Plan

Enterprise Learning Academy

8085 OLD MIDDLEBURG RD S, Jacksonville, FL 32222

<http://www.duvalschools.org/enterprise>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	C	D

**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 is pending approval by the Duval County School Board.

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 a monitoring status of "Former F" (see page 4). 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>.

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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 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Enterprise Learning Academy

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

Assistant Principal-Student Climate Feedback- Assistant Principal meets quarterly with all students and provides surveys to random to students. Assistant Principal collects the surveys and uses their responses to provide feedback or make corrective actions

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

Student Council- Meets monthly to discuss the well-being of all students.

Primary classrooms conduct daily Morning Meetings to help build classroom relationships between teachers and students and set the tone for learning.

b. 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:

- Meeting 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.

- 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 all 2nd through 5th grade students eat breakfast in the cafeteria and are supervised by admin/coaches, school monitors, and safety patrols. This provides a safe and calm start to each day.

c. 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 detention.

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, Achievement and 3 school wide rules: Follow Directions, Treat others with Kindness and respect, and Complete all assignments.

d. 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.

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	21	23	23	23	22	11	0	0	0	0	0	0	0	123
One or more suspensions	0	2	1	0	7	3	0	0	0	0	0	0	0	13
Course failure in ELA or Math	0	0	8	4	5	1	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	82	55	51	0	0	0	0	0	0	0	188

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	2	1	0	0	0	0	0	0	0	0	0	3

c. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

A PIP has been uploaded for this school or district-see the link above

2. 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.

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 all communication in a Tuesday Folder in an effort to aide in communication.

-A part-time Parent Liaison works closely with administrators to provide parents with resources, materials and information on a variety of skills and strategies to enhance student learning and increase parental involvement. Throughout the year, the Parent Liaison, faculty and staff members work along with the Title 1 office to provide a series of Parental Involvement Workshops and Professional Development for parents in the areas of reading, writing, math and science. Activities include: PTS, Family Learning Nights, Doughnuts for Dads, Boo-Hoo breakfast for Kindergarten Parents, Muffins for Moms, Reading Make and Takes, Science Night, Parent Conference/ Data Night. A parent resource center is available to all parents to access the Grade Portal and One View, check out academic resources, and obtain information related to district and school events and services.

- During our Annual Title 1 parent Involvement Meeting, parents are invited to discuss revisions to our Vision and Mission, Parent Compact Agreement as well as parent Involvement activities such as Reading and Math Make and Takes, Parent Night Programs and workshops that encourage a connection between school and home.

- Volunteers are a vital part of student success at ELA. Our goal is to continue to increase the number of volunteers who support our school each year. Our faculty and staff members work hand in hand with the District Community Engagement Office to encourage interested parents and citizens to join us in our mission to provide every student with a high quality education.

-ELA also seeks to partner with local businesses as a way to increase student achievement and build positive relationships with stakeholder's in the community.

-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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Embry, Sylvia	Principal
Porter, Amanda	Instructional Coach
Dawkins, Misha	Instructional Coach
Carter, Martin	Assistant Principal
Teper, Hope	Assistant Principal
Byerly, Cynthia	Teacher, K-12

b. Duties

1. 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 through routine Professional Development, focus walks, and coaching sessions with the staff. The Principal facilitates biweekly 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Janet Dodd	Parent
Isabel Ford	Business/Community
Betty Page	Education Support Employee
Shelly Mixon	Teacher
Amanda Porter	Teacher
Phillip Crump	Business/Community
Barbara Jules	Business/Community

b. Duties

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

a. 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.

b. 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.

c. 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.

2. 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..

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Porter, Amanda	Instructional Technology
Byerly, Cynthia	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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)

D. Public and Collaborative Teaching

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

1. 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

2. 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.

3. 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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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, mcarter@wayman.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

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If parent communication is increased through the use of the PBIS plan consistently and with fidelity, then parental involvement will increase which will increase student achievement
- G2.** If teachers implement small group instruction and differentiated center instruction that targets the specific skill deficiencies of students, as evidenced by current data, then the percentage of students making a years growth will increase

Strategic Goals Detail

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

G1. If parent communication is increased through the use of the PBIS plan consistently and with fidelity, then parental involvement will increase which will increase student achievement **1a**

 G084232

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	
Math Gains	

Targeted Barriers to Achieving the Goal **3**

- Inconsistent behavior monitoring within the school
- Sporadic communication from school to home
- Conflicting messages sent from school and teachers communication
- Students do not consistently complete home learning

Resources Available to Help Reduce or Eliminate the Barriers **2**

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

Plan to Monitor Progress Toward G1. **8**

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

Person Responsible

Martin Carter

Schedule

Quarterly, from 10/1/2016 to 5/30/2017

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 and differentiated center instruction that targets the specific skill deficiencies of students, as evidenced by current data, then the percentage of students making a years growth will increase **1a**

 G084233

Targets Supported **1b**

Indicator	Annual Target
Non-proficient Reading by Grade 03	15.0
FSA ELA Achievement	51.0
ELA/Reading Lowest 25% Gains	70.0
FSA Mathematics Achievement	61.0

Targeted Barriers to Achieving the Goal **3**

- Teachers Misinterpret data for differentiating of instruction
- Inconsistent implementation of small group instruction and guided reading
- Center activities lack rigor and opportunities for accountability, and ownership
- Lack of curriculum print in hands for primary students

Resources Available to Help Reduce or Eliminate the Barriers **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

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

Hope Teper

Schedule

Biweekly, from 8/31/2016 to 6/2/2017

Evidence of Completion

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

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 parent communication is increased through the use of the PBIS plan consistently and with fidelity, then parental involvement will increase which will increase student achievement **1**

 G084232

G1.B2 Sporadic communication from school to home **2**

 B223813

G1.B2.S1 School wide implementation of Tuesday folder **4**

 S236163

Strategy Rationale

To streamline communication

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 9/21/2016 to 4/29/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration classroom observations and/or focus walks

Person Responsible

Martin Carter

Schedule

Monthly, from 8/31/2016 to 3/31/2017

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.B2.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 8/31/2016 to 4/15/2017


Evidence of Completion

Meeting notes to reflect progress and suggestions.

G1.B3 Conflicting messages sent from school and teachers communication 2

 B223814

G1.B3.S1 School wide implementation of Tuesday folder [copy] 4

 S236164

Strategy Rationale

To streamline communication

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 9/21/2016 to 4/29/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administration classroom observations and/or focus walks

Person Responsible

Martin Carter

Schedule

Monthly, from 8/31/2016 to 3/31/2017

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.B3.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 8/31/2016 to 4/15/2017

Evidence of Completion

Meeting notes to reflect progress and suggestions.


G2. If teachers implement small group instruction and differentiated center instruction that targets the specific skill deficiencies of students, as evidenced by current data, then the percentage of students making a years growth will increase **1**

 G084233

G2.B4 Lack of curriculum print in hands for primary students **2**

 B223819

G2.B4.S1 Train teachers to use Achieve 3000 articles and resource library **4**

 S236171

Strategy Rationale

Teachers have access to resources and can put text in hand.

Action Step 1 **5**

Provide Professional Development during common planning and Early Dismissal

Person Responsible

Amanda Porter

Schedule

Weekly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Meeting Agenda, Professional Development journals, Teacher Feedback

Action Step 2 **5**

Observe effective teacher- led small group instruction

Person Responsible

Sylvia Embry

Schedule

Weekly, from 8/31/2015 to 6/2/2017

Evidence of Completion

Focus walk, Center journals, teacher feedback

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

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

Person Responsible

Sylvia Embry

Schedule

On 6/2/2017

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.B4.S1 7

Data tracking for Mid and End of Module Assessment

Person Responsible

Sylvia Embry

Schedule

Monthly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Collection of data from mid-end module

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.MA1 M310350	Administration classroom observations and/or focus walks	Carter, Martin	8/31/2016	Administration debrief with teachers. Debrief will include observation notes, strengths, weaknesses and next steps	3/31/2017 monthly
G1.B3.S1.MA1 M310352	Administration classroom observations and/or focus walks	Carter, Martin	8/31/2016	Administration debrief with teachers. Debrief will include observation notes, strengths, weaknesses and next steps	3/31/2017 monthly
G1.B2.S1.MA1 M310349	Monthly meetings with the PBIS team to provide feedback and follow up suggestions from grade level...	Carter, Martin	8/31/2016	Meeting notes to reflect progress and suggestions.	4/15/2017 monthly
G1.B3.S1.MA1 M310351	Monthly meetings with the PBIS team to provide feedback and follow up suggestions from grade level...	Carter, Martin	8/31/2016	Meeting notes to reflect progress and suggestions.	4/15/2017 monthly
G1.B2.S1.A1 A304649	Administration will provide professional development and on-going support for novice teachers and...	Carter, Martin	9/21/2016	Teacher positive behavior strategies checklist to indicate implementation of strategies in the classroom.	4/29/2017 quarterly
G1.B3.S1.A1 A304650	Administration will provide professional development and on-going support for novice teachers and...	Carter, Martin	9/21/2016	Teacher positive behavior strategies checklist to indicate implementation of strategies in the classroom.	4/29/2017 quarterly
G1.MA1 M310353	administer the TNTP Students (fall and Spring) and Student Surveys	Carter, Martin	10/1/2016	Student survey results should show increase in areas pertaining to positive interactions, and being encouraged/ supported	5/30/2017 quarterly
G2.MA1 M310356	Data from classroom observations specifically for teacher led small groups and the tasks students...	Teper, Hope	8/31/2016	Walk-through feedback forms, and informal observations, and feedback to teachers regarding their small groups.	6/2/2017 biweekly
G2.B4.S1.MA1 M310354	Data tracking for Mid and End of Module Assessment	Embry, Sylvia	8/31/2016	Collection of data from mid-end module	6/2/2017 monthly
G2.B4.S1.MA1 M310355	Focus Walks to observe the implementation of the agreed upon Next Steps	Embry, Sylvia	8/31/2016	Teacher lesson plans, consistent student journal entries, Increase at least one year's growth in I-Ready and Achieve 3000 scores,	6/2/2017 one-time
G2.B4.S1.A1 A304651	Provide Professional Development during common planning and Early Dismissal	Porter, Amanda	8/31/2016	Meeting Agenda, Professional Development journals, Teacher Feedback	6/2/2017 weekly
G2.B4.S1.A2 A304652	Observe effective teacher- led small group instruction	Embry, Sylvia	8/31/2015	Focus walk, Center journals, teacher feedback	6/2/2017 weekly

V. Professional Development Opportunities

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

G1. If parent communication is increased through the use of the PBIS plan consistently and with fidelity, then parental involvement will increase which will increase student achievement

G1.B2 Sporadic communication from school to home

G1.B2.S1 School wide implementation of Tuesday folder

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 9/21/2016 to 4/29/2017

G1.B3 Conflicting messages sent from school and teachers communication

G1.B3.S1 School wide implementation of Tuesday folder [copy]

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 9/21/2016 to 4/29/2017

G2. If teachers implement small group instruction and differentiated center instruction that targets the specific skill deficiencies of students, as evidenced by current data, then the percentage of students making a years growth will increase

G2.B4 Lack of curriculum print in hands for primary students

G2.B4.S1 Train teachers to use Achieve 3000 articles and resource library

PD Opportunity 1

Provide Professional Development during common planning and Early Dismissal

Facilitator

Accompanying coach/administrator: M. Dawkins, A. Porter, H. Teper, M. Carter, S. Embry

Participants

K-5 Teachers

Schedule

Weekly, from 8/31/2016 to 6/2/2017

PD Opportunity 2

Observe effective teacher- led small group instruction

Facilitator

Porter, Embry, Carter, Teper

Participants

K-5 Teachers

Schedule

Weekly, from 8/31/2015 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.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	G1.B3.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
3	G2.B4.S1.A1	Provide Professional Development during common planning and Early Dismissal	\$0.00
4	G2.B4.S1.A2	Observe effective teacher- led small group instruction	\$0.00
Total:			\$0.00