Enterprise Elementary School

2018-19 Schoolwide Improvement Plan

Enterprise Elementary School

211 MAIN ST, Enterprise, FL 32725

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

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	80%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	C	C*

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 Volusia 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2018-19 DA Category and Statuses for Enterprise Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of our school is to foster academic achievement and positve self-image in all our students.

b. Provide the school's vision statement.

When we improve the relationships within the school community and stakeholders, we will create an environment of learning that increases the knowledge and implementation of instructional shifts.

2. School Environment

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

School Advisory Council is comprised of both parents and teachers that can work with administration in making decisions that would benefit the student population of Enterprise Elementary.

The Enterprise PTA and the SAC work with administration in providing learning opportunities for families and finding ways to involve parents in the education process of their children.

Problem Solving Team is used to assist teachers in identifying academic and behavioral concerns and finding interventions that can assist the students in making learning gains that will solve these academic and behavioral concerns.

The Early Warning System report is reviewed every nine weeks by the leadership team and further shared with teachers to ensure that students are receiving all of the necessary help to make leaning gains and feel a safe environment in school.

There are parent conferences twice a year that help families further understand the learning process and how to assist their children at home in order to improve achievement overall.

Administration works with teachers on data reviews and provides teachers with collaboration time that can be used to gather information on students and assist in learning how to best help our students to succeed.

Yearly mentoring and student leadership programs provide critical components in establishing and maintaining positive relationships between teachers and students on campus.

Food Brings Hope is a program that is provided for at risk second graders. It provides food, tutoring, and educational experiences that enhance and provide essential needs of the children and their families..

Each May, the school has a kindergarten orientation where families come to learn about Enterprise and ask their questions. Teachers and staff are available to answer their questions. Each year, all families are given a copy of the Enterprise Family Handbook.

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

Teachers work collaboratively with administration in order to develop processes and procedures meant for all students and staff, in all settings, and across campus that promote positive behavior and build a school community based on safety and responsibility.

Through cohesive AM and PM supervision duty placements, adults are available for any students who may need assistance.

There is a Safety Security Team that meets monthly to ensure there are up to date security measures on campus and to problem solve any concerns that may arise with the growth of student population.

Throughout the school year, the school practices different safety drills , in order that students and teachers can practice for any emergency. The school has a fire drill once a month.

During the first month of school, the School Counselor meets with every class every week at all grade levels to discuss anti-bullying techniques as well as other safety issues. The School Counselor also conducts individual and small group meetings to assist with any student issues that teachers and/or family members report. The School Counselor is also available for any immediate interventions that might arise during the school 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.

The processes and and procedures of the school are based on school behavioral data and are taught and reinforced throughout the school year by classroom teachers, special area teachers and administration.

The first two weeks of school, instead of media, the students attend guidance lessons on anti-bullying. Teachers show a power point presentation on the Student Code of Conduct to ensure students are familiar with what is in the code of conduct, and what is expected of them. There are also discipline assemblies where administration shares the schoolwide expectations of behaviors and the consequences for these.

There is a group of teachers that are trained in Non-Violent Crisis Intervention Procedures, and are called for in emergency situations with students as determined by administration. All emergency situations are documented for the district and state.

Instructional time is a priority for the administration, and the school as a whole. This is evidenced by school infrastructure regarding parent accountability for absences and tardies, no non essential announcements during the school day, and student misbehavior being handled immediately to keep interruption to academic instruction at a minimal level. .

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.

Enterprise Elementary offers the following non violence/anti-drug programs:
Trauma Informed Care training for all staff members.
Peer Mediation program
Anti-bullying program during guidance classes
Specialized guidance small groups
Teachers meet on a weekly basis through PLC's to discuss concerns.

School-wide Positive Behavior Initiative

Enterprise's school psychologist reviews and dis-aggregates data each 9 weeks on student behavior and/or social emotional issues through the electronic report card. This helps target interventions for individual students or groups of students who may be struggling in the same areas of concern.The school Counselor provides direct and indirect supports to students who are identified through this process. There is also the assistance of the school Social Worker that meets with the leadership team to share trends of behaviors within the school.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The school regularly (at least quarterly) accesses the early warning system, which is a specialized report available to all schools. The indicators for the elementary level are:
-over age for grade
-office discipline referrals (at risk if two or more)
-attendance below 90% (regardless if absence is excused or unexcused, or due to out of school suspensions
-year to date suspensions (at risk if one or more)
-number of prior retentions (if one or more)
-level 1 score on statewide, standardized assessments, in English, Language Arts, or Mathematics.

Students with 3 or more of the indicators are identified on the Early Warning System report. Teachers and administration review the report on a 9 week basis to ensure adequate knowledge of student population.

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	20	16	13	18	8	13	0	0	0	0	0	0	0	88
One or more suspensions	7	5	1	7	3	7	0	0	0	0	0	0	0	30
Course failure in ELA or Math	0	0	60	86	40	28	0	0	0	0	0	0	0	214
Level 1 on statewide assessment	0	0	0	51	42	93	0	0	0	0	0	0	0	186

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	3	0	1	11	5	9	0	0	0	0	0	0	0	29

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

The Early Warning System (EWS) report is used to determine school wide trends which impact the academic performance of students. As a result, indicators that are elevated (attendance below 90%,

patterns of office discipline, and suspensions) become the focus of the school wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidenced based interventions are developed to address the areas of concern. The teachers are notified of EWS students so they may work closely with the families and provide necessary interventions to assist students be successful.

For indicators sensitive to behavior issues, interventions are provided directly and indirectly through collaboration between teachers and administration as well as Guidance, and are aligned with positive behavioral supports.

Regular review of the Early Warning System report enables the school team to determine if interventions are successful in addressing areas of concern (if numbers are not increasing). For students showing difficulties beyond larger systematic issues being addressed by the school through EWS, the student is referred to the Problem Solving Team (PST) and the parent is invited so that academic/behavioral interventions can be developed and monitored.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/638907.

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.

Enterprise Elementary builds and maintains partnerships with the local community and collaborates with business partners to help recognize deserving students: a partnership with the local Rotary Club that provides dictionaries to 3rd graders, a close partnership with Florida United Methodist Children's Home, the Enterprise Preservation Society, the Enterprise Heritage Center & Museum, and others.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Churms, Shannon	Assistant Principal
Weston, Tiffany	Instructional Coach
Henderson, Marge	Instructional Coach
McConnell, Shari Lou	Principal
Lemire, Terra	School Counselor
Hirsch, Tammy	Teacher, K-12
Myers, Katie	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.

The school-based leadership team identifies school based needs and resources (both materials and personnel) to determine how to best support students and teachers. Teacher anecdotal feedback, classroom observations, and student performance data are considered in order to determine priorities and functions of other existing teams such as Literacy Leadership Team, Problem Solving Team, Professional Learning Communities, Safety and Security Team , etc. Principal: provides a common vision for the use of data-based decision-making. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpages and the VCS Problem Solving Team/MTSS (multi tiered system of supports) model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively beyond core interventions , it ensures that the school's Problem Solving Team (PST) is accessed as needed. Entrerprise provides adequate professional development scheduled for faculty, supports the school's teachers in the completion of resource mapping (academic & behavior) with focus on standard protocol interventions in order to enhance implementation of ePST/MTSS. Our school communicates with parents through school newsletters, relevant meetings, and sharing of the parent link of the VCS Problem Solving/RtI website (under psychological services) in order to address the purpose of PST/MTSS in meeting student needs and to address frequently asked parental questions. In addition, parents are provided info about PST/ MTSS at PST Meetings.

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

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

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

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

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.

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

Title I Part A
Our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation. Programs supported by Title I at Enterprise Elementary include: • Four Academic Coaches for the purpose of comprehensive staff development • Supplemental materials and supplies needed to close the achievement gap • Supplemental funds for on-going staff development as determined by the results of FSA / FCAT data . Parent activities such as Parent to Kids-in English and Spanish (K-2nd and 3rd-5th), STEM Night, Spelling Bee, Young Authors, Award Assemblies and Celebrations, Superman and Superwoman breakfast.

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

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

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

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

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

Title VI, Part B

Supplemental Academic Instruction (SAI) The district provides remedial and supplemental instructional resources to students who fail to meet performance levels. Enterprise Elementary utilizes these resources though the following: • During the school day teachers will assist students in reading and math in intervention and tutoring

Enterprise Elementary has an ESE Pre-K and a Blended Pre-K which offers our 3 and 4 year a head start in learning.

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

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

Adult Education
N/A

Career and Technical Education
N/A

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
ShariLou McConnell	Principal
Terra Lemire	Teacher
Evelyn Navarro	Education Support Employee
Marjorie Henderson	Teacher
Katie Myers	Teacher
Cratina Coody-Bjorkland	Teacher
Natalie Maynard	Parent
Gayla Douglas	Parent
Tara Drook	Education Support Employee
Shannon Churms	Principal
Amanda Richmond	Teacher
	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. Our school leadership then shared the results with the faculty, as well as the School Advisory Council, to receive their input. Parents and community members were invited to view the plan in the main office.

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

The school's annual budget and plan are shared with School Advisory Committee members as well as faculty and staff for input and discussion during the first month of the school year. Updates on the school budget, spending, and progress indicators are shared at monthly SAC meetings.

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

School Improvement funds are allocated through mini-grants based on requests received from faculty and staff who select projects that relate to the support of the School Improvement Plan. Each request is evaluated by SAC and voted on for approval

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
Weston, Tiffany	Instructional Coach
Henderson, Marge	Teacher, K-12
Lemire, Terra	School Counselor
Myers, Katie	Teacher, K-12
Churms, Shannon	Assistant Principal
McConnell, Shari Lou	Principal
Hirsch, Tammy	Teacher, K-12

b. Duties

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

The school based Literacy Leadership Team meets as needed throughout the school year. At the first meeting, the team determines the literacy supports available at Enterprise for the school year and what, if any, professional development activities are needed for teachers. The major literacy initiatives will be: a) continuing to implement the Response to Intervention in Reading with kindergarten through fifth grade students during a daily 30 minute intervention time; b) scheduling appropriate professional growth activities to promote best practices in literacy; c) continuing to schedule data reviews in regards to literacy with each grade level team; d) review the use of Thinking Maps as a strategy for increasing literacy for all children; e) continue to implement the use of UNRA(A)VEL as a strategy for increasing literacy for all students; f) continue to implement the literacy "CAFE" as a way to involve students in monitoring their progress on the use of reading strategies in Comprehension, Accuracy, Fluency and Effective vocabulary development; g)expand the use of "The Daily Five" for literacy centers (1) Read to Self; (2) Read to Someone; (3) Listen to Reading; (4) Word Work; (5) Write in response to reading; and h) continue the use of "Write ...from the Beginning" Thinking Maps program, for teaching writing, in grades K - 5th. There is the use and implementation of Ready Reading and Writing for students. LLT members participate in the data review with each grade level, share literacy strategies during PLC and faculty meetings and oversee the intervention time for each grade level. This year, the LLT will sponsor: 2 Book Fairs including a family night for each Book Fair, Spelling Bee, as well as campus activities for Read Across America, Dr. Seuss Birthday & Literacy Week.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

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

Common Planning time: Professional Learning Communities (PLC), and academic coaching are critical practices that help build positive, collaborative relationships on our campus, among teachers.

Common planning allows teachers to participate in weekly PLC's to regularly review formative &

summative assessment data, plan for and adjust their instruction accordingly. When necessary, the PLC's make recommendations for students to begin going through the PST process. Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. PLC's also allow teachers to regularly engage in reflective dialogue to deepen shared language and understanding of instructional practices. Data protocols that are developed in PLC meetings are turned into administration on an as needed basis. The common 45 minute planning time and weekly PLC meetings allow teachers to meet regularly and share successful lessons and high yield teaching practices.

The use of instructional coaches assist with teacher collaboration. Professional development plays an important role in developing instruction to meet student needs and encouraging the collaborative process. Data reviews, combined with administrative walk-throughs provide the leadership of the school with data to identify areas in which additional coaching would be beneficial. The instructional coaches provide side by side coaching and mentoring to teachers which should enhance instruction.

The literacy leadership team (which includes the instructional coaches), meets on an bi-weekly basis to discuss trends they are seeing in the classroom. This process also provides time to identify exemplary teachers, and gives them the opportunity to receive classroom visitations from teachers who want to learn from them.

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

1. School based new teacher program including assistance with Deliberate Practice Plan; peer classroom visits; visits to other schools as needed; meeting with administration to discuss & brainstorm any particular issues that the new teacher may have encountered.
2. School's Master Schedule provides time for collaboration with grade level peers at least one time a week for 45 minutes.
3. Professional development activities will be provided to support teachers with high yield instruction practices in the content areas;
4. Recognition and celebration of teachers through a) Wednesday Wonders; b) AP Accolades c) school news, newsletter, website, marquee.
5. Promotion of Enterprise through college/university contacts.
6. Academic Coaches support teachers daily in regards to curriculum, instruction, and assessments in content areas as well as Florida Standards.
7. Administrators are responsible for recruiting and retaining highly qualified, certified-in-field, effective teachers for the school.

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

Each of our new teachers has been paired with a mentor and an academic coach for support. The new teachers meet with their mentor at least once a week to discuss any issues. The new teachers also have a mentor assigned to them by the school district, known as a PAR. The PAR teacher serves as an important portion of the teacher induction program for those new to Volusia Co. The PAR teacher provides advice to the new teacher on all the domains found in our Volusia System of Empowering Teachers (VSET) (teacher evaluation). The PAR teacher also helps the new teacher in the development of a monitored Deliberate Professional Plan (DPP) and provides support throughout the year in meeting the goals of that growth plan. The PAR teacher provides detailed feedback and support to help the new teacher meet the district's standards and they assess the new teacher's progress.

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.

Enterprise Elementary meets or exceeds the expectations for implementing core instructional programs and use of materials that are aligned to the Florida Standards. Grade level teams create formative and summative assessments to monitor student achievement. School leaders and teachers are given professional development and coaching on the implementation of curriculum maps, resources, and assessments. Professional Learning Communities (PLC's) and coaching help ensure that instruction is aligned to Florida Standards, well paced, engaging and rigorous. Academic coaches will be reviewing the changes to the grading guidelines with every PLC to ensure that everyone is aware of the changes and can adequately monitor student achievement.

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.

1. Data meetings to determine where each student is academically from looking at their I-Ready scores, FSA data, VLT's, VMT's and VST's, Ready Reading Assessments, Edulastic Assessments, along with OPM fluency, Quick Phonics Assessment, etc.
2. Response to Intervention (TEAM time) groups. These groups are determined according to a student's ability in reading.The 45 minutes they spend with that teacher is focused on the student's highest need whether it is phonics, comprehension, etc.
3. Academic tutoring is provided after school for students who previously had a level 1 or 2 on FCAT Reading or Math or other defined achievement. The teacher and the tutoring coordinator collaborate on whether the student should receive tutoring in reading or math.
4. Grade level teams use the data protocols to develop a plan of action after giving language arts/ math/science district assessments. From this, the teams develop their plan of action for remediation/ enrichment.
5. All grade levels have a common planning time that lasts 45 minutes and one day a week is devoted to a PLC for the team to address specific academic and behavioral concerns across the content areas. PLC's will meet with their instructional coaches and administrators in order to review data and discuss interventions.
6. Grade level instructional coaches will be available to model intervention strategies and best teaching practices as needed for all teachers.

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: 6,480

Wednesday tutoring for ELL students in core subject areas

Strategy Rationale

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Churms, Shannon, sschurms@volusia.k12.fl.us

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

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

Strategy: Extended School Day

Minutes added to school year: 1,620

Tutoring for an hour a day during the EDEP Program for 120 students

Strategy Rationale

Increase achievement for the students enrolled in EDEP.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Weston, Tiffany, tnweston@volusia.k12.fl.us

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

Data is collected quarterly to determine effectiveness.

Strategy: Summer Program

Minutes added to school year: 1,920

Students identified by the teachers and results of state standardized testing are recommended to attend summer reading camp or CSI summer camp, as well as classes for ELL or ESE students.

Strategy Rationale

Summer reading programs can help struggling students make achievement gains when they are available to receive an intensive summer reading program.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Churms, Shannon, sschurms@volusia.k12.fl.us

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

Reading camp/CSI data is sent back to the classroom teacher. 3rd grade students in reading camp take a standardized test at the end of reading camp, or complete a reading portfolio, to determine promotion or retention.

Strategy: Extended School Day

Minutes added to school year: 3,840

Students earning a Level 1 or Level 2 on FSA Reading or Math or any other district selected predetermined criteria receive after school tutoring in reading or math 2 days a week.

Strategy Rationale

Tutoring can help struggling students to make achievement gains when they are available to receive tutoring in core subjects.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Churms, Shannon, sschurms@volusia.k12.fl.us

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §§ 1114(b)(7)(A)(iii)(V).

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

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

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

Kindergarten orientation in May with handouts to families

6th grade counselors visit classrooms in the spring to prepare students for the transition to middle school.

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

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

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

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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"Â? 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

$\boxed{1}$ = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If all stakeholders at Enterprise Elementary develop practices that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards aligned instruction to meet students' individual needs and increase academic achievement.

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 all stakeholders at Enterprise Elementary develop practices that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards aligned instruction to meet students' individual needs and increase academic achievement. 1a

🔑 G100509

Targets Supported 1b

Indicator	Annual Target
FSAA Mathematics Achievement	60.0
ELA/Reading Gains	5.0
FSA ELA Achievement	60.0
FCAT 2.0 Science Proficiency	60.0
ELA/Reading Lowest 25% Gains	5.0
Math Lowest 25% Gains	5.0
Math Gains	5.0

Targeted Barriers to Achieving the Goal 3

- Lack of PLC structure
- Lack of understanding standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Academic Coaches
- Curriculum Maps/Modules
- PLL/connection and technology
- Cadre Members
- Ready Reading
- Ready Writing
- DLTL/ technology
- Intervention Time
- Intervention Teacher
- Learning Walks
- Restructure ELA Block
- Vertical Planning
- Data trends

Plan to Monitor Progress Toward G1. `8`

Data to be collected would be evidence of lesson completion to be shared at a PLC meeting

Person Responsible
Shannon Churms

Schedule
Weekly, from 8/7/2018 to 6/7/2019

Evidence of Completion
VSET walk throughs and observations, PLC meeting notes, student samples, data reviews, data from 9 weeks district assessments patterned after Florida Standards Assessment.

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 all stakeholders at Enterprise Elementary develop practices that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards aligned instruction to meet students' individual needs and increase academic achievement. 1

🔑 G100509

G1.B1 Lack of PLC structure 2

🔑 B271026

G1.B1.S1 Restructure PLCs to include data walls, data notebooks, and data driven discussion. 4

🔑 S286927

Strategy Rationale

Action Step 1 5

Coach lead PLCs

Person Responsible

Marge Henderson

Schedule

Biweekly, from 8/13/2018 to 6/7/2019

Evidence of Completion

PLC's will establish norms, data walls, and have teachers be responsible for their data.

Action Step 2 5

Academic coaches will assist teachers with the implementation of the high yield strategies using the skills learned during the ERPD days.

Person Responsible

Marge Henderson

Schedule

Monthly, from 8/13/2018 to 6/7/2019

Evidence of Completion

PLC notes, observation by administration through VSET, observed by coaches through coaching and mentoring, student samples, teacher DPP and lesson plans.

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

Teachers will share evidence at PLC meetings with instructional coaches and administration that demonstrates the use and understanding of the high yield strategies in the classroom. District and State Assessment data will be discussed in PLC data reviews to analyze the effectiveness of the high yield strategies.

Person Responsible

Shannon Churms

Schedule

Monthly, from 8/13/2018 to 6/7/2019

Evidence of Completion

VSET evaluation, walk throughs, announced and unannounced observations, PLC meeting notes, PLC training, data reviews, administration anecdotal records, student samples demonstrating use of high yield strategies.

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

Academic coach will visit the classroom, and coach or mentor the teachers on the implementation of high yield strategies in all content areas.

Person Responsible

Shannon Churms

Schedule

Monthly, from 8/7/2018 to 6/7/2019

Evidence of Completion

Academic coach logs, PLC meeting notes, data reviews, VSET observations and coaches observations and mentoring, teacher's DPP and lesson plans.

G1.B1.S2 Academic coaches will assist teachers with the implementation of the high yield strategies using the skills learned during the early release professional development days. 4

S286928

Strategy Rationale

Action Step 1 5

PLC meeting to discuss implementation of high yield strategies.

Person Responsible

Marge Henderson

Schedule

Weekly, from 8/13/2018 to 6/7/2019

Evidence of Completion

VSET walk throughs and observations, learning walks, PLC meeting notes, student samples, data reviews, data from 9 weeks district assessments patterned after Florida Standards Assessment.

Action Step 2 5

Administration and Academic Coaches classroom visits and observations

Person Responsible

Shari Lou McConnell

Schedule

Weekly, from 8/7/2018 to 7/25/2019

Evidence of Completion

VSET walk throughs and observations, PLC meeting notes, student samples, data reviews, data from 9 weeks district assessments patterned after Florida Standards Assessment.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Weekly PLC meetings and teacher use of high yield strategies in all content areas

Person Responsible

Shannon Churms

Schedule

Weekly, from 8/13/2018 to 6/7/2019

Evidence of Completion

VSET walk throughs and observations, learning walks, PLC meeting notes, student samples, data reviews, data from 9 weeks district assessments patterned after Florida Standards Assessment.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Administration classroom visits and weekly PLC meetings

Person Responsible

Shannon Churms

Schedule

Weekly, from 8/13/2018 to 6/7/2019

Evidence of Completion

VSET walk throughs and observations,learning walks, PLC meeting notes, student samples, data reviews, data from 9 weeks district assessments patterned after Florida Standards Assessment.

G1.B2 Lack of understanding standards 2

🔑 B271027

G1.B2.S1 Teachers will work through PLC meetings and data review days to work collaboratively in planning more in depth lessons that meet the students needs. 4

🔑 S286929

Strategy Rationale

Action Step 1 5

PLC data review day

Person Responsible

Marge Henderson

Schedule

Quarterly, from 8/13/2018 to 7/25/2019

Evidence of Completion

DATA analysis notes, student groups identified, PLC notes

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

Data Analysis

Person Responsible

Shannon Churms

Schedule

Quarterly, from 8/7/2018 to 6/7/2019

Evidence of Completion

Classroom visits, data meeting notes, student groups, PLC notes.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Classroom Observation / Visit

Person Responsible

Shari Lou McConnell

Schedule

Monthly, from 8/7/2018 to 6/7/2019

Evidence of Completion

VSET observation, walkthrough, PLC meeting notes, student samples, data trends and discussions.

V. Professional Development Opportunities

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

G1. If all stakeholders at Enterprise Elementary develop practices that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards aligned instruction to meet students' individual needs and increase academic achievement.

G1.B1 Lack of PLC structure

G1.B1.S1 Restructure PLCs to include data walls, data notebooks, and data driven discussion.

PD Opportunity 1

Coach lead PLCs

Facilitator

Academic Coaches

Participants

All teachers at Enterprise Elementary.

Schedule

Biweekly, from 8/13/2018 to 6/7/2019

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Coach lead PLCs				$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5000	750-Other Personal Services	1931 - Enterprise Elementary School	General Fund		$8,000.00
			Notes: Substitutes for teachers to attend ongoing PD in using high yield strategies in ELA, Math and / or Science.			
2	G1.B1.S1.A2	**Academic coaches will assist teachers with the implementation of the high yield strategies using the skills learned during the ERPD days.**				$91,081.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6400	130-Other Certified Instructional Personnel	1931 - Enterprise Elementary School			$45,854.00
			Notes: Tiffiny Weston			
	6400	130-Other Certified Instructional Personnel	1931 - Enterprise Elementary School			$45,227.00
			Notes: Marge Henderson			
3	G1.B1.S2.A1	PLC meeting to discuss implementation of high yield strategies.				$0.00
4	G1.B1.S2.A2	Administration and Academic Coaches classroom visits and observations				$0.00
5	G1.B2.S1.A1	PLC data review day				$3,725.76
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	510-Supplies	1931 - Enterprise Elementary School			$3,725.76
			Notes: Intervention Data Analysis			
					Total:	$102,806.76

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.MA1 🔍 M424613	Data to be collected would be evidence of lesson completion to be shared at a PLC meeting	Churms, Shannon	8/7/2018	VSET walk throughs and observations, PLC meeting notes, student samples, data reviews, data from 9 weeks district assessments patterned after Florida Standards Assessment.	6/7/2019 weekly
G1.B1.S1.MA1 🔍 M424607	Academic coach will visit the classroom, and coach or mentor the teachers on the implementation of...	Churms, Shannon	8/7/2018	Academic coach logs, PLC meeting notes, data reviews, VSET observations and coaches observations and mentoring, teacher's DPP and lesson plans.	6/7/2019 monthly
G1.B1.S1.MA1 🔍 M424608	Teachers will share evidence at PLC meetings with instructional coaches and administration that...	Churms, Shannon	8/13/2018	VSET evaluation, walk throughs, announced and unannounced observations, PLC meeting notes, PLC training, data reviews, administration anecdotal records, student samples demonstrating use of high yield strategies.	6/7/2019 monthly
G1.B1.S1.A1 🔍 A388576	Coach lead PLCs	Henderson, Marge	8/13/2018	PLC's will establish norms, data walls, and have teachers be responsible for their data.	6/7/2019 biweekly
G1.B1.S1.A2 🔍 A388577	Academic coaches will assist teachers with the implementation of the high yield strategies using...	Henderson, Marge	8/13/2018	PLC notes, observation by administration through VSET, observed by coaches through coaching and mentoring, student samples, teacher DPP and lesson plans.	6/7/2019 monthly
G1.B2.S1.MA1 🔍 M424611	Classroom Observation / Visit	McConnell, Shari Lou	8/7/2018	VSET observation, walkthrough, PLC meeting notes, student samples, data trends and discussions.	6/7/2019 monthly
G1.B2.S1.MA1 🔍 M424612	Data Analysis	Churms, Shannon	8/7/2018	Classroom visits, data meeting notes, student groups, PLC notes.	6/7/2019 quarterly
G1.B1.S2.MA1 🔍 M424609	Administration classroom visits and weekly PLC meetings	Churms, Shannon	8/13/2018	VSET walk throughs and observations, learning walks, PLC meeting notes, student samples, data reviews, data from 9 weeks district assessments patterned after Florida Standards Assessment.	6/7/2019 weekly
G1.B1.S2.MA1 🔍 M424610	Weekly PLC meetings and teacher use of high yield strategies in all content areas	Churms, Shannon	8/13/2018	VSET walk throughs and observations, learning walks, PLC meeting notes, student samples, data reviews, data from 9 weeks district assessments patterned after Florida Standards Assessment.	6/7/2019 weekly
G1.B1.S2.A1 🔍 A388578	PLC meeting to discuss implementation of high yield strategies.	Henderson, Marge	8/13/2018	VSET walk throughs and observations, learning walks, PLC meeting notes, student samples, data reviews, data from 9 weeks district assessments patterned after Florida Standards Assessment.	6/7/2019 weekly
G1.B2.S1.A1 🔍 A388580	PLC data review day	Henderson, Marge	8/13/2018	DATA analysis notes, student groups identified, PLC notes	7/25/2019 quarterly
G1.B1.S2.A2 🔍 A388579	Administration and Academic Coaches classroom visits and observations	McConnell, Shari Lou	8/7/2018	VSET walk throughs and observations, PLC meeting notes, student samples, data reviews, data from 9 weeks district assessments patterned after Florida Standards Assessment.	7/25/2019 weekly