

Volusia County Schools

Enterprise Elementary School



2019-20 Schoolwide Improvement Plan

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Enterprise Elementary School

211 MAIN ST, Enterprise, FL 32725

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

Demographics

Principal: Elizabeth Johnson

Start Date for this Principal: 7/22/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: C (46%) 2016-17: B (54%) 2015-16: C (43%) 2014-15: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	C	B	C

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

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 instruction.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Douglas, Alicia	Principal	Educational leader of Enterprise Elementary in charge of entire school operation.
Churms, Shannon	Assistant Principal	Assist principal in school operations.
Lemire, Terra	School Counselor	School counselor, PST chair, SEL.
Myers, Katie	Teacher, K-12	DLTL, testing coordinator, Technology teacher.
Barry, Sherri	Teacher, K-12	Media Specialist
Coody, Cratina	Other	Academic Coach
Gilley, Ashley	Teacher, ESE	SAC Chair
Disinger, Amanda	Teacher, ESE	ESE Support Facilitation
McGinn, Emily	Teacher, ESE	Support Facilitation
Santos, Elizabeth	Other	Academic Coach
Weston, Tiffany	Teacher, K-12	Intervention teacher

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	75	93	90	91	82	100	0	0	0	0	0	0	0	531
Attendance below 90 percent	8	6	11	6	5	8	0	0	0	0	0	0	0	44
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	2	7	8	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	9	13	42	0	0	0	0	0	0	0	64

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	3	4	11	0	0	0	0	0	0	0	18

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	10	2	2	1	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	1	0	1	0	0	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)

45

Date this data was collected or last updated

Saturday 8/24/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
Students with two or more indicators														

Prior Year - Updated**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	7	8	6	4	9	11	0	0	0	0	0	0	0	45
One or more suspensions	3	6	5	4	12	2	0	0	0	0	0	0	0	32
Course failure in ELA or Math	0	0	0	7	11	7	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	8	12	10	0	0	0	0	0	0	0	30

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	1	3	12	10	0	0	0	0	0	0	0	28

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	53%	56%	57%	52%	55%	55%
ELA Learning Gains	60%	56%	58%	53%	53%	57%
ELA Lowest 25th Percentile	44%	46%	53%	49%	44%	52%
Math Achievement	56%	59%	63%	54%	62%	61%
Math Learning Gains	59%	56%	62%	50%	58%	61%
Math Lowest 25th Percentile	50%	43%	51%	52%	47%	51%
Science Achievement	62%	57%	53%	66%	59%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	75 (0)	93 (0)	90 (0)	91 (0)	82 (0)	100 (0)	531 (0)
Attendance below 90 percent	8 ()	6 ()	11 ()	6 ()	5 ()	8 ()	44 (0)
One or more suspensions	0 ()	0 (0)	1 (0)	0 (0)	0 (0)	0 (0)	1 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	2 (0)	7 (0)	8 (0)	17 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	9 (0)	13 (0)	42 (0)	64 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	52%	58%	-6%	58%	-6%
	2018	43%	56%	-13%	57%	-14%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	46%	54%	-8%	58%	-12%
	2018	56%	54%	2%	56%	0%
Same Grade Comparison		-10%				
Cohort Comparison		3%				
05	2019	51%	54%	-3%	56%	-5%
	2018	44%	51%	-7%	55%	-11%
Same Grade Comparison		7%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	59%	60%	-1%	62%	-3%
	2018	40%	58%	-18%	62%	-22%
Same Grade Comparison		19%				
Cohort Comparison						
04	2019	35%	59%	-24%	64%	-29%
	2018	44%	60%	-16%	62%	-18%
Same Grade Comparison		-9%				
Cohort Comparison		-5%				
05	2019	63%	54%	9%	60%	3%
	2018	52%	57%	-5%	61%	-9%
Same Grade Comparison		11%				
Cohort Comparison		19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	60%	56%	4%	53%	7%
	2018	45%	56%	-11%	55%	-10%
Same Grade Comparison		15%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	37	38	20	46	42	17				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	41	52	55	54	60	64	50				
BLK	41	42		55	58		40				
HSP	46	62	59	46	54	56	53				
WHT	59	62	35	61	60	40	71				
FRL	46	55	45	50	54	51	56				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	40	32	25	34	19	30				
ELL	26	63	60	29	41	27	27				
BLK	40	39		39	39		18				
HSP	44	58	45	44	55	39	39				
WHT	55	53	29	54	49	43	55				
FRL	46	51	36	44	51	38	40				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	25	38	28	23	28	42	27				
ELL	27	40	36	46	44						
BLK	39	55	60	45	45		42				
HSP	39	36	26	51	48	54	54				
MUL	45			64							
WHT	63	60	67	58	50	45	79				
FRL	46	46	49	49	46	50	59				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	455
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

ELA "lowest quartile percentage", was the lowest school data component at only 44%. Although percentage in the lowest quartile increased it was still 2% lower than the district average and 9% lower than the state. Our lowest performing grade level in ELA was 4th grade which was only 46%. This cause a loss of 10% overall.

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

Fourth grade had the largest decline with a 10% drop in ELA and a 9% drop in Math. Faculty changes, faculty leave, classroom management issues, and teachers using new curriculum. Curriculum was not used with fidelity.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA in 4th grade had a 12% gap between the state average of 58%. Math in 4th grade had a 29% gap between the state average of 65%. Overall, our fourth grade underperformed the state and district average by a large margin. The rigor of the standards taught did not meet the rigor of the FSA test.

Which data component showed the most improvement? What new actions did your school take in this area?

Our 5th grade Science scores exceeded the district by 4% and the state by 7%. Our 5th grade Science teacher, Tammy Hirsch, took the lead and met with the district Science coordinator, Becki Lucas. They went over all the standards and dissected the data to determine which standards we needed to work on as a school. The Fifth grade team worked together to create a Science Boot Camp in which they targeted standards needed for the entire class. Third and Fourth grade also had "Wacky Wednesdays" that was a time to focus on the Science standards that the data showed were an area of difficulty.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Forty four students had attendance below 90% and we had 64 students score a level 1. Some of the students with poor attendance were the level 1's.

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

1. Increasing SWD achievement in ELA
2. Increasing SWD achievement in Math
3. Increasing SWD achievement in Science
4. Increasing ELA achievement in all subgroups
5. Increasing ELA learning gains.

Part III: Planning for Improvement

Areas of Focus:

#1

Title	ELA Learning Achievement
Rationale	To increase our ELA achievement that overall effects school grade. Sub groups-SWD and African American/Black.
State the measurable outcome the school plans to achieve	Increase overall overall achievement in the 3rd, 4th and 5th grade to increase from 53% to meet state average 62%%.
Person responsible for monitoring outcome	Alicia Douglas (addougla@volusia.k12.fl.us)
Evidence-based Strategy	Small group instruction (.49 effect size according to Hattie) / Acceleration(.68 according to Hattie),
Rationale for Evidence-based Strategy	Small group instruction effect size is .49.
Action Step	
Description	<ol style="list-style-type: none"> 1.Ensure that PLC's/Coaching cycles/Data chats are occurring 2. Monitor Standard-based instruction is occurring 3. Create a comprehensive Intervention plan/Remediation-RTI (1.07-Hattie) 4. Continue Learning Walks/Feedback (.65-Hattie) 5.Continue PD Plan - ESE Inclusion, standards based instruction, Acceleration, Small group Instruction 6.Utilize SEL 7. Monitor I-Ready, SuccessMaker, Summatives, and FSA Data 8.Raise Student Expectations (1.44) 9.Initiate Enrichment Academy/Acceleration (.68-Hattie)
Person Responsible	Shannon Churms (sschurms@volusia.k12.fl.us)

#2	
Title	Math Learning Achievement
Rationale	To increase overall Math achievement that will effect school grade. Focus Groups-SWD and lowest quartile.
State the measurable outcome the school plans to achieve	Increase overall achievement in 3rd, 4th, and 5th grade to 63% which is the state average.
Person responsible for monitoring outcome	Alicia Douglas (addougla@volusia.k12.fl.us)
Evidence-based Strategy	small group instruction
Rationale for Evidence-based Strategy	small group instruction- .49 effect size
Action Step	
Description	<ol style="list-style-type: none"> 1.Ensure that PLC's/Coaching cycles/Data chats are occurring 2. Monitor Standard-based instruction is occurring 3. Create a comprehensive Intervention plan/Remediation-RTI (1.07-Hattie) 4. Continue Learning Walks/Feedback (.65-Hattie) 5.Continue PD Plan - ESE Inclusion, standards based instruction, Acceleration, Small group Instruction 6.Utilize SEL 7. Monitor I-Ready, SuccessMaker, Summatives, and FSA Data 8.Raise Student Expectations (1.44) 9.Initiate Enrichment Academy/Acceleration (.68-Hattie)
Person Responsible	Shannon Churms (sschurms@volusia.k12.fl.us)

#3	
Title	Science Learning Achievement
Rationale	Increase overall Science scores that will effect the school grade-SWD subgroup 17%
State the measurable outcome the school plans to achieve	To increase the SWD to 41% of students making a 3 or better.
Person responsible for monitoring outcome	Alicia Douglas (addougla@volusia.k12.fl.us)
Evidence-based Strategy	Standards based instruction (according to Hattie .49 effect size)
Rationale for Evidence-based Strategy	Mastery instruction-.57 effect size
Action Step	
Description	<ol style="list-style-type: none"> 1. Science Boot Camp 2. Fourth and Fifth grade planning 1..Ensure that PLC's/Coaching cycles/Data chats are occurring between all grades. 2. Monitor Standard-based instruction is occurring 3. Create a comprehensive Intervention plan/Remediation-RTI (1.07-Hattie) 4. Continue Learning Walks/Feedback (.65-Hattie) 5.Continue PD Plan - ESE Inclusion, standards based instruction, Acceleration, Small group Instruction 6.Utilize SEL 7. Monitor I-Ready, SuccessMaker, Summatives, and FSA Data 8.Raise Student Expectations (1.44) 9.Initiate Enrichment Academy/Acceleration (.68-Hattie)-Science Boot Camp
Person Responsible	Tammy Hirsch (tmhirsch@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Enterprise Elementary has a variety of family engagement activities throughout the year. Activities such as Open House and Title 1 meeting are to inform parents of the process in which our school operates. We invite parents to join us for Science Nights, Parent to Kids, and FSA parent/student night to assist

our parents to understand what they can do to help their children achieve academically. Families are invited to join us for Dads and Donuts, Light Up Enterprise, Hippiity Hoppity Extravaganza, and Storybook Character Days.

The Florida Methodist Children's Home, Advent Health, and the Jewish Federation have donated backpacks and school supplies for our students. Business partners in our community help us to provide all of our events that we have throughout the year. We invite all stakeholders to be a part of our school family.

PFEP Link

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

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.

Our school has a Social Emotional Learning program that is used daily in the classroom as well as by our school counselor. Our counselor works with small groups or individual students to meet their emotional needs on a daily basis. We have a crisis team and a threat assessment team formed. On a weekly basis our behavior specialist and social worker visit. Our school also provides mentors for our students that are faculty, staff, and community members.

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

Enterprise has Kindergarten Orientation in May to educate parents and provide the new Kindergarteners a visit to a Kindergarten classroom in order to help with the transition. Last year, our fifth graders all switched classes for each academic subject to prepare them for have a variety of teachers in middle school. This year we have asked 4th grade to switch classes as well. This also provides our students with academic experts in each subject area. We have also worked extremely hard to transition all of our 5th grade SWD to push out for 1 or more academic subjects.

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.

Enterprise has two academic coaches that assist our teaches with curriculum, planning, instruction, behavior management, etc. The coaches meet weekly with all teachers during PLCs to discuss data, standards, and intervention strategies to meet their student's needs. Our intervention teacher works with our 3rd, 4th, and 5th grade students that perform in the lowest quartile and the SWD to focus on the standards that they are working to master.

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

Enterprise has a Career Day in which we invite various members of our community in to talk to our students about their professions. Junior Achievement visits our school to inform our students of how to build a business, discuss money issues, and become entrepenours. Orlando Science Center comes to our Science Night to demonstrate STEM activites that are connected to community industries.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA Learning Achievement					\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20	
		100-Salaries	1931 - Enterprise Elementary School	Title, I Part A		\$15,000.00	
			Notes: Family Resource Para				
2	III.A.	Areas of Focus: Math Learning Achievement					\$0.00
3	III.A.	Areas of Focus: Science Learning Achievement					\$0.00
Total:							\$15,000.00