



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Enterprise Learning Academy**

8085 OLD MIDDLEBURG RD S

Jacksonville, FL 32222

904-573-3260

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 57%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 60%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> D	<b>2011-12</b> C	<b>2010-11</b> B	<b>2009-10</b> B
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## SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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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. 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

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

### Appendix 1: Professional Development Plan to Support Goals

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	2	Wayne Green

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Enterprise Learning Academy

##### Principal

Aszloyn N. Wakefield

##### School Advisory Council chair

Shawntel Mack

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

Name	Title
Aszloyn N. Wakefield	Principal
Detra Tucker	Assistant Principal
Ellen Golden	School Counselor
Jonathan Hinke	Math Coach
Shirley Scott	Reading Coach

#### District-Level Information

##### District

Duval

##### Superintendent

Dr. Nikolai P Vitti

##### Date of school board approval of SIP

1/7/2014

### School Advisory Council (SAC)

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

#### Membership of the SAC

Our SAC membership is comprised of 6 members representing parents, teachers, educational support, principal, and a community/ business partner.

Shawntel Mack - Chairman

Kassie Whitfield -Vice-chair

Zuleyka Rivera -Secretary

Ducot- Community/Business member (Public Library)

Betty Page- Employee Support

Ginger O'brian- Parent

#### Involvement of the SAC in the development of the SIP

The Draft of the School Improvement Plan is presented to the SAC for review.

The SAC will meet monthly to discuss the progress of strategies being implemented

SAC asks clarifying questions and offer suggestions as needed.  
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.

**Activities of the SAC for the upcoming school year**

The SAC's primary focus for the 2013-2014 school year is safety and our lowest performing academic area, math/STEM. Specific strategies and action plans will be developed in the October meeting.

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

TBD at November meeting

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

In Compliance

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

N/A

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

<b>Aszloyn N. Wakefield</b>		
Principal	Years as Administrator: 10	Years at Current School: 1
<b>Credentials</b>	Bachelor of Arts- Elementary Education Master of Science- Elementary Education Educational Specialist- Educational Leadership (All Levels) Professional Educator's Certificate- Grades 1-6	
<b>Performance Record</b>	2 Years Principal Garden City Elementary 2012-2013- Grade B (476) to C 2011-2012- Grade C (472) to B 6 years as Assistant Principal- Louis Sheffield Elementary 2006-2011- A 462, 462, 423, 582, 593, 576, 575, 553 % proficient in reading ranged from 81%-88% (over the 6 years) 78% proficient in Math 06-Remainign 5 years ranged from 83%-86% % proficient in science from 53%-68% (2007-2011) 1 Year Assistant Principal- Richard L. Brown Elementary 2004-2005- C (377) to a B (391) % of proficient students increased in each subject area % of Bottom Quartile students decreased by 10%	

<b>Detra Tucker</b>		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
<b>Credentials</b>	Bachelor of Arts- Elementary Education Master of Education- Educational Leadership Professional Educator's Certificate- Grades K-6 Educational Leadership (all levels)	
<b>Performance Record</b>	New to Enterprise Learning Academy as an administrator: -Garden City Elementary 2012-2013: Grade C: Reading Proficiency- 68%-72% -Martin Luther King Elementary 2011-2012 Grade C: Reading - Proficiency ranged from 56%-62% Math Proficiency 65%-72% -Martin Luther King Elementary 2010-2011 Grade C: Reading Proficiency ranged from-62%-72% % Math Proficiency-56%-63 % -Martin Luther King Elementary 2009-2010: Grade A: Reading Proficiency-72% Math Proficiency- 88% -Martin Luther King Elementary 2008-2009: Grade D: Reading Proficiency ranged from- 59%-65% -Martin Luther King Elementary 2007-2008: Grade F: Reading Proficiency48%-56%	

**Instructional Coaches**

**# of instructional coaches**

2



**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Jonathan Hinke**

Full-time / School-based

Years as Coach: 3

Years at Current School: 1

**Areas**

Mathematics

**Credentials**

University of North Florida, Jacksonville FL  
 Master of Education Degree, December 2012  
 Major: Educational Leadership  
 Lawrence University, Appleton WI  
 Bachelor of Music Degree, June 2004  
 Major: General Music Education

**Performance Record**

School Grade History  
 2013 West Jacksonville Elementary – School Grade F  
 2012 West Jacksonville Elementary – School Grade D  
 2011 Cedar Hills Elementary – School Grade D  
 2010 Cedar Hills Elementary – School Grade A  
 2009 Cedar Hills Elementary – School Grade A  
 2008 Cedar Hills Elementary – School Grade C  
 Math Coach – FCAT 2.0 School Math Proficiency  
 2013 – 41% proficiency (2nd year as Math Coach)  
 2012 – 44% proficiency (1st year as Math Coach)  
 2011 – 30% proficiency

<b>Shirley Scott</b>		
<b>Full-time / School-based</b>	<b>Years as Coach: 1</b>	<b>Years at Current School: 13</b>
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	B.S. Degree in Elementary Education from Florida A & M University Master's Degree in Educational Leadership from Saint Leo University. ESOL Endorsement	
<b>Performance Record</b>	12-13 School Grade D 406 pints Administrations score of 60 points Student Growth Score of 46.15 points Writing proficiency was 49% (I was the Writing teacher for 4th grade) 11-12 School Grade C 483 08-11 School Grade B 506, 518, 505, 505 07- School Grade C 455 05-06 School Grade B 404, 384 05-11 The range of students proficient in Reading was between 73%-79% 12-13 % of students proficient in Reading was 57% 05-11 The range of Bottom Quartile student making Reading Gains was between 47% and 59% 12-13 % of students making Reading Gains was 61%	

**Classroom Teachers**

<b># of classroom teachers</b>	43
<b># receiving effective rating or higher</b>	0%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	43, 100%
<b># ESOL endorsed</b>	15, 35%
<b># reading endorsed</b>	0, 0%
<b># with advanced degrees</b>	12, 28%
<b># National Board Certified</b>	0, 0%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

3, 7%

**# with 6-14 years of experience**

32, 74%

**# with 15 or more years of experience**

8, 19%

**Education Paraprofessionals**

**# of paraprofessionals**

5

**# Highly Qualified**

5, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

5

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

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

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

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

**Teacher Mentoring Program/Plan**

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

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

Teachers assigned a grade level/subject area mentor (CET trained and rated Effective as measure by the CAST)  
 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

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

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

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

Identifying at risk students based on classroom and student data (i.e. content grades, CGAs, Iowa, i-ready, previous FCAT scores, prior retentions, 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 indentifies 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.

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

Principal Wakefield, Assistant Principal Tucker, Guidance counselor Golden, Rti Instructional Leader Golden, Huss, Caton, Gammons, Reams, Clark, Derrick, Blumberg, Harrison, and Linn.

- Principal/Assistant Principal(s): Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing Rti; conducts assessment of Rti skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support Rti implementation; and communicates with parents regarding school-based Rti plans and activities.
- MTSS Facilitator: Participates on Building Leadership Team; acts as liaison for implementation of Rti at the school level; receives ongoing Rti training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support Rti.
- 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.
- Select General Education Teachers: Provides information and core instruction; participates in student data collection; delivers Tier 1 instruction/interventions; collaborates with other staff to implement Tier 2 and/or Tier 3 interventions; and collects data bi-weekly for Tier 2 support and weekly for Tier 3 support.
- Select Special Education Teachers: Participates in student data collection for Tier 2 and Tier 3; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation and consultation.

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

The school-Based MTSS Leadership Team will meet twice monthly to review universal screening data, diagnostic data, and progress monitoring data. After determining that effective Tier 1 – core instruction is in place, the team will identify students who are not meeting identified goals.

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

1. Leadership Team meets monthly to monitor student progress as reported on data collection forms.
2. Administration conducts grade level data chats after each assessment windows close (CGA, Iowa, DAR, progress reports (5th nine weeks). Following up with individual teachers as needed
3. Administration conducts Focus Walks.
4. Reading and Math Coaches conduct grade level data chats to monitor effective implementation of core instruction and interventions.
  - Florida Comprehensive Assessment Test (F.C.A.T 2.0)
  - Curriculum Based Measurements
  - Duval County Timed Writing Assessments (4th grade only)
  - Curriculum Guide Assessments
  - DAR
  - IOWA
  - I-Ready
  - Office Discipline Referrals
  - Absences/Tardies
  - Midyear Data:
    - o Duval county Timed Writing Assessments (4th grade only)
    - o Curriculum Guide Assessments
    - o Iowa
    - o DAR
  - End of year data:
    - o Florida Comprehensive Assessment Test (FCAT 2.0)
    - o Curriculum Guide assessments
    - o FCAT 2.0 Writes
    - o DAR
    - o Iowa

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

Professional development will be offered to MTSS Inclusion Facilitator by district staff, math Coach, and Reading Coach. The school-based MTSS/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (i.e. pre-planning, early dismissal, planning days, and faculty meetings). These in-service opportunities will include, but are not limited to, the following:

- Problem-solving Model
  - Consensus building
  - Positive Behavioral Intervention and Support. The district behavioral specialist is available to assist with behavioral strategies and plans for students who exhibit poor attention and/or compromised behavior that affect academics within the learning environment.
  - Data based decision-making to drive instruction
  - Progress monitoring
  - Selection and availability of research-based interventions
  - Tools utilized to identify specific discrepancies in reading
- MTSS facilitators are available in the mornings and bi-weekly all day meetings to discuss with teachers proper MTSS documentation and instructional strategies and support. In addition, MTSS learning will be job-embedded and occur during the following:
- Professional Learning Communities
  - Classroom Observations
  - Collaborative Planning
  - Analysis of Student Work

- Book Study
- Lesson Study (Coaching Cycles)

Individual professional development will be provided to classroom teachers, as needed.

The Enterprise whole school approach means that at Tier 1 or Primary Prevention, all students receive social and academic interventions that are intended to ensure student success. Data-based, decision-making systems are employed by school teams to provide ongoing progress monitoring and to intervene early with any academic and social difficulties a student may experience. Tier 2 or Secondary Prevention is intended to identify and support students who have learning, behavior, or life histories that put them at risk of engaging in more serious problem behavior. Tier 3 or Tertiary Prevention focuses on individualized and intensive plans designed for a smaller number of students who need more support.

### Increased Learning Time/Extended Learning Opportunities

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

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

**Strategy:** Before or After School Program

**Minutes added to school year:** 1,620

Math Enrichment/Intervention- twice per week (each group) from 8:30 to 9:00 AM.  
 Identified students for enrichment will use the I-Ready program.  
 Identified students for remediation will use the Reflex math program

#### Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

The program creates its on 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

#### Who is responsible for monitoring implementation of this strategy?

Math Coach- Jonathan Hinke will print and analyze data  
 Assistant Principal- Detra Tucker- will facilitate student data chats to keep student motivated and on target to achieve set goals

**Strategy:** Weekend Program

**Minutes added to school year:** 2,340

Saturday school will offer an opportunity for identified (Level 2 Bubble students and Level 3 Bubble) students to receive ramp up instruction in preparation for the FCAT.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

At the conclusion of each session, assessment (Exit Tickets, activities, mini-assessments, etc.) will be collected and analyzed to determine effectiveness of the strategy/ies taught. Progress will also be charted and monitored to show progress over time

**Who is responsible for monitoring implementation of this strategy?**

Administrations will monitor the effectiveness of instruction through student progress.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Shirley Scott	Reading Coach
Patrice McConnell	Writing Lead, Intermediate teacher
Jeanette Huss	1st Grade Teacher
Lisa Houston	2nd Grade Teacher
Detra Tucker	Assistant Principal
Aszloyn N. Wakefield	Principal

**How the school-based LLT functions**

The LLT meets monthly to design the Grammar Focus calendar based on grammar needs as indicated by each grade level. Data is collected to monitor progress. The team will design specific grade level and school wide vocabulary lists (in addition to content vocabulary taught by teachers) to be introduced on the School's news show and used in student writing and conversation through out the school. The team will provide professional development and/or keep the school informed of our progress.

**Major initiatives of the LLT**

The Literacy Leadership Team has three major initiatives this school year.

- 1) Improve writing performance by providing focused grammar lessons (K-5)
- 2) Improve writing performance through designing a systematic approach to students learning and retaining new vocabulary (K-5).
- 3) Promote student reading (increase/develop a love for reading) by providing frequent incentives and awards for students who meet their reading goal and who are "caught" reading throughout the day

(before school, during lunch, waiting in line to use the restroom, during car riders, etc) . Provide whole class reading awards as well.

## Preschool Transition

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

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

Host tours for pre-school programs (and families) allowing students to visit Kindergarten classrooms. Provide local pre-school programs with Kindergarten expectations (program brochure) at the end of our academic school year.



## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	57%	No	69%
American Indian				
Asian	75%	69%	No	78%
Black/African American	58%	48%	No	63%
Hispanic	66%	75%	Yes	69%
White	68%	58%	No	71%
English language learners				
Students with disabilities	39%	28%	No	45%
Economically disadvantaged	59%	46%	No	63%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	97	30%	38%
Students scoring at or above Achievement Level 4	88	26%	31%

#### Florida Alternate Assessment (FAA)

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

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	123	57%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	33	61%	70%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		70%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	53	51%	49%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	44%	No	61%
American Indian				
Asian	63%	62%	No	66%
Black/African American	47%	33%	No	52%
Hispanic	61%	50%	No	65%
White	62%	50%	No	66%
English language learners				
Students with disabilities	38%	42%	Yes	45%
Economically disadvantaged	53%	33%	No	58%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	99	30%	43%
Students scoring at or above Achievement Level 4	43	13%	18%

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	99	46%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	33	61%	70%

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	27%	30%
Students scoring at or above Achievement Level 4	22	22%	25%

**Florida Alternate Assessment (FAA)**

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

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

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	221	28%	35%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	15	2%	2%
Students retained, pursuant to s. 1008.25, F.S.	30	4%	2%
Students who are not proficient in reading by third grade	32	4%	3%
Students who receive two or more behavior referrals	79	10%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	32	4%	2%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

Parent targets for Enterprise Learning Academy are listed below:

- Increase parent involvement in the area of student academic need
- Increase parent in involvement in the area of school activities
- Increase parent involvement in the area of school safety

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Facilitate (6) parent workshops that will focus on reading and FCAT skills	2	0%	8%
Facilitate (6) parent workshops that will focus on math, I-Ready, FCAT skills	2	0%	8%
Educate parents on the use of student Oncourse and student base websites to monitor student performance	1	100%	7%
Meet twice month with PTA to discuss and implement school activities and enhance school safety	0	0%	5%

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

Enterprise Learning Academy additional target listed below:

- Increase father/male participation in the areas of school safety, student moral, and academic achievement
- Increase the safety is all common areas and classrooms.

**Specific Additional Targets**

<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Apply for Watch Dogs Dads of Great Students program which is a national organization for fathers to become active in schools	0	0%	5%
Create a school-wide safety plan to be utilized by all	0	0%	5%

## Goals Summary

- G1.** All teachers will implement effective teaching instruction aligned to grade level reading standards.
- G2.** Improve student progress monitoring to differentiate math instruction for all students, including students in ESE and other identified subgroups.
- G3.** All teachers will improve student progress monitoring to differentiate reading instruction in the classroom.
- G4.** Increase student performance in math and science by delivering effective, engaging instruction that is aligned to grade level and content area standards.
- G5.** Increase student engagement in science through the use of hands-on, interactive, and aligned investigations.
- G6.** Increase the percentage of students scoring a 3.5 or higher on the FCAT 2.0 Writing assessment
- G7.** Improve progress monitoring to differentiate writing instruction for all 4th grade students
- G8.** Increase opportunities for students to participate in STEM activities.

## Goals Detail

**G1.** All teachers will implement effective teaching instruction aligned to grade level reading standards.

### Targets Supported

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

### Resources Available to Support the Goal

- School-based coach
- District Specialists
- District Curriculum Guides
- Common Planning
- American Reading Company materials and other varied texts in classrooms and media center
- Novel study texts
- FCAT Test Item Specs

### Targeted Barriers to Achieving the Goal

- Lack of teacher content knowledge and quality instruction delivered through Gradual Release Model

## Plan to Monitor Progress Toward the Goal

Monitor data results from CGAs, DAR, and IOWA assessments

### Person or Persons Responsible

Leadership Team, school-based reading coach, reading school improvement team members

### Target Dates or Schedule:

Monthly

### Evidence of Completion:

Students increasing reading proficiency from 57% to 69%.

**G2. Improve student progress monitoring to differentiate math instruction for all students, including students in ESE and other identified subgroups.**

### Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

### Resources Available to Support the Goal

- District purchased computer programs (i-Ready Math, ReflexMath, Gizmos)
- Ready Common Core
- enVisionMath Common Core Reteach and Practice books
- Insight and Inform
- ESE resource teachers
- School-based math coach
- Every math block includes 30 minutes of differentiation in the master schedule
- Number Worlds math program
- District math specialist

### Targeted Barriers to Achieving the Goal

- Lack of collective knowledge about best practices and ways to differentiate instruction in the classroom

## Plan to Monitor Progress Toward the Goal

District supported student assessments

### Person or Persons Responsible

School-based Leadership Team, School Improvement Team for math, ESE resource teachers

### Target Dates or Schedule:

Ongoing, monthly school improvement team PLCs on Early Dismissal days, ESE department meetings

### Evidence of Completion:

School Improvement Team PLC action plans, i-Ready reports, student assessment data tables and charts

**G3.** All teachers will improve student progress monitoring to differentiate reading instruction in the classroom.

**Targets Supported**

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

**Resources Available to Support the Goal**

- Diagnostic Assessment in Reading (DAR)
- Common Planning
- School-based coach
- Curriculum Guide Assessments

**Targeted Barriers to Achieving the Goal**

- Understanding how to use data to differentiate instruction
- Lack of knowledge about how to implement differentiated instruction

**Plan to Monitor Progress Toward the Goal**

Monitor DAR administration and data collection

**Person or Persons Responsible**

District literacy specialist, school-based coach, administrators

**Target Dates or Schedule:**

October 2013-ongoing

**Evidence of Completion:**

DAR Student Assessment Book, student/teacher data tracking forms, progress reports, teacher led small group plans, student work



**G4.** Increase student performance in math and science by delivering effective, engaging instruction that is aligned to grade level and content area standards.

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- School-based math coach
- District math specialist
- District science specialist
- Grade level common planning times in the master schedule
- District curriculum guides for math and science
- Budget for substitute teachers to support school-based professional development
- Full-time school-based substitute teacher
- Some teachers are motivated and willing to make improvements in their instruction
- FCAT 2.0 Test Item Specifications
- District purchased resources (Math Investigations, enVisionMath Common Core, Pearson Interactive Science)

**Targeted Barriers to Achieving the Goal**

- Teachers are unfamiliar with the Gradual Release of Responsibility Model in math and science

**Plan to Monitor Progress Toward the Goal**

District supported student assessments

**Person or Persons Responsible**

School-based Leadership Team, School Improvement Teams in math and science

**Target Dates or Schedule:**

Ongoing, monthly school improvement team PLCs on Early Dismissal days

**Evidence of Completion:**

School Improvement Team PLC action plans, student assessment data tables and charts

**G5. Increase student engagement in science through the use of hands-on, interactive, and aligned investigations.**

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- District curriculum guides and aligned investigations lessons
- District science specialist
- Pearson Interactive Science kits
- Dedicated room for a school science lab
- Some science materials and equipment

**Targeted Barriers to Achieving the Goal**

- Science lab was dismantled last year and equipment is missing

**Plan to Monitor Progress Toward the Goal**

District supported student assessments, CAST observations, walk-throughs

**Person or Persons Responsible**

Administration, School Improvement Team in Science, district science specialist

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

School Improvement Team PLC action plans, student assessment data tables and charts, walk-through notes

**G6. Increase the percentage of students scoring a 3.5 or higher on the FCAT 2.0 Writing assessment**

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- 3-5 District Reading Specialist
- Site-based Reading Coach
- Common Planning Time

**Targeted Barriers to Achieving the Goal**

- Teacher lack of clarity in understanding the FCAT 2.0 writing rubric

## Plan to Monitor Progress Toward the Goal

### Monthly Writings

**Person or Persons Responsible**

Site-based Coach, Shirley Scott Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Students earn a score of 3.5 or higher on monthly Assessments and eventually FCAT 2.0 Writing Assessment

## G7. Improve progress monitoring to differentiate writing instruction for all 4th grade students

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Common Planning Time
- FCAT 2.0 Writing Rubric
- Site-based coach- Shirley Scott

**Targeted Barriers to Achieving the Goal**

- Lack of strategies to remediate struggling writers and enrich more proficient writers

## Plan to Monitor Progress Toward the Goal

### Differentiated Writing Instruction

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

on going

**Evidence of Completion:**

Lesson Plans Focus Walks Student Writing scores

**G8. Increase opportunities for students to participate in STEM activities.**

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- School-based math coach
- District science specialist
- FLDOE STEM resources (cPalms, etc.) and other online websites

**Targeted Barriers to Achieving the Goal**

- Lack of common knowledge about the purpose of STEM

**Plan to Monitor Progress Toward the Goal**

Analysis of the STEM Day surveys

**Person or Persons Responsible**

Administration, school-based math coach, science school improvement team

**Target Dates or Schedule:**

Ongoing, monthly during science school improvement team PLC

**Evidence of Completion:**

Analysis data, successful implementation of STEM Days

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** All teachers will implement effective teaching instruction aligned to grade level reading standards.

**G1.B1** Lack of teacher content knowledge and quality instruction delivered through Gradual Release Model

**G1.B1.S1** Provide professional development on explicit instruction.

#### Action Step 1

Design and deliver professional development on explicit instruction

#### Person or Persons Responsible

District Specialist (3rd-5th) in collaboration with school-based coach

#### Target Dates or Schedule

October 2013

#### Evidence of Completion

PD plan, agenda, sign-in sheets, and Exit Tickets

#### Facilitator:

Robyn White and Shirley Scott

#### Participants:

3rd-5th grade literacy teachers

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

Monitor implementation of explicit instruction

#### Person or Persons Responsible

Administration, school-based reading coach

#### Target Dates or Schedule

Start in October and ongoing

#### Evidence of Completion

Lesson plans, feedback forms, informal observations

## Plan to Monitor Effectiveness of G1.B1.S1

Student assessments (CGAs, DAR, IOWA) and PD Exit Tickets

### Person or Persons Responsible

Administration, school-based reading coach, district literacy specialist

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Analysis of PD exit tickets, student data spreadsheets

**G2.** Improve student progress monitoring to differentiate math instruction for all students, including students in ESE and other identified subgroups.

**G2.B1** Lack of collective knowledge about best practices and ways to differentiate instruction in the classroom

**G2.B1.S1** Use data to create focused, small groups for teacher-led instruction

### Action Step 1

Provide professional development on how to use i-Ready to group students for teacher-led instruction

### Person or Persons Responsible

School-based math coach, district math specialist

### Target Dates or Schedule

September and October D-Days, common planning

### Evidence of Completion

Professional development agendas, common planning agendas

### Facilitator:

School-based math coach, district math specialist

### Participants:

Grades K-5 math teachers, ESE resource teachers

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

Review of teacher-led small group documentation, classroom observations, walk-throughs

#### Person or Persons Responsible

Administration, school-based math coach, district math specialist

#### Target Dates or Schedule

Ongoing, weekly

#### Evidence of Completion

Informal observation forms, coaching feedback forms, walk-through notes

### Plan to Monitor Effectiveness of G2.B1.S1

School administered i-Ready progress monitoring assessments

#### Person or Persons Responsible

Administration, school-based math coach

#### Target Dates or Schedule

Ongoing, every 5-6 weeks

#### Evidence of Completion

i-Ready reports, student assessment data tables and charts

**G3.** All teachers will improve student progress monitoring to differentiate reading instruction in the classroom.

**G3.B2** Understanding how to use data to differentiate instruction

**G3.B2.S1** Analyze data in common planning to differentiated instruction and tasks

#### Action Step 1

Analyze data to drive instruction

#### Person or Persons Responsible

3rd-5th literacy teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Teacher led small group instruction plans, Teacher/student tracking forms, DAR student assessment book, student work exemplars, differentiated rotation centers

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

Differentiated instruction to meet the needs of all students

#### Person or Persons Responsible

District literacy specialist, school-based coach, administration

#### Target Dates or Schedule

weekly

#### Evidence of Completion

Teacher led small group instruction plans, teacher/student data tracking forms, differentiated rotation centers, student work

### Plan to Monitor Effectiveness of G3.B2.S1

Lesson plans, formal and informal observations, quarterly data chats, feedback forms

#### Person or Persons Responsible

District literacy specialist, school-based coach, administrators

#### Target Dates or Schedule

October 2013-ongoing

#### Evidence of Completion

Teacher led small group instruction plans, Curriculum guide Assessments, DAR, 2014 FCAT 2.0

### G3.B3 Lack of knowledge about how to implement differentiated instruction

#### G3.B3.S2 Use common planning time to analyze data to guide instruction focus

##### Action Step 1

Use DAR data

##### Person or Persons Responsible

3rd-5th literacy teachers

##### Target Dates or Schedule

October 2013

##### Evidence of Completion

DAR Student Assessment Booklet, teacher led small group instruction plans, differentiated center rotation activities



### **Plan to Monitor Fidelity of Implementation of G3.B3.S2**

Use Diagnostic Assessments of Reading (DAR) data to develop intervention and enrichment groups

#### **Person or Persons Responsible**

District literacy specialist, school-based reading coach, administration

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Teacher led small group instruction plans, DAR student assessment book, teacher/student data tracking forms, center rotation activities

### **Plan to Monitor Effectiveness of G3.B3.S2**

Analyze student data to differentiate instruction during common planning time

#### **Person or Persons Responsible**

District literacy specialist, school-based coach, administration

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Student/teacher data tracking forms, teacher led small group plans, DAR assessment data, student work exemplars, center rotation activities

**G4.** Increase student performance in math and science by delivering effective, engaging instruction that is aligned to grade level and content area standards.

**G4.B1** Teachers are unfamiliar with the Gradual Release of Responsibility Model in math and science

**G4.B1.S1** Use the Gradual Release of Responsibility Model when planning and delivering math and science lessons.

**Action Step 1**

Collaboratively plan lessons following the Gradual Release of Responsibility Model template.

**Person or Persons Responsible**

School-based math coach, district specialists, math and science teachers

**Target Dates or Schedule**

Ongoing during common planning

**Evidence of Completion**

Common planning agendas, lesson plans

**Action Step 2**

Provide professional development on student collaborative strategies to use during the "We do" or "You do it together" components of the lesson

**Person or Persons Responsible**

TBD

**Target Dates or Schedule**

October or November 2013

**Evidence of Completion**

Professional Development agenda, artifacts from the training

**Facilitator:**

TBD

**Participants:**

Grade 3-5 Math Teachers

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

Review of lesson plans and classroom observations

#### Person or Persons Responsible

Administration, school-based math coach, district specialists

#### Target Dates or Schedule

Ongoing, weekly

#### Evidence of Completion

Administration feedback, informal observation notes, coaching feedback forms

### Plan to Monitor Effectiveness of G4.B1.S1

Informal observations, CAST observations

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Informal observation debrief notes, CAST rubric

**G5.** Increase student engagement in science through the use of hands-on, interactive, and aligned investigations.

**G5.B1** Science lab was dismantled last year and equipment is missing

**G5.B1.S1** Create a school science lab dedicated to science investigations.

#### Action Step 1

Reassemble the school science lab and centralize equipment in one room

#### Person or Persons Responsible

Administration, Science School Improvement Team

#### Target Dates or Schedule

October 2013

#### Evidence of Completion

Equipment inventory, needs assessment for materials and equipment

**Action Step 2**

Create a management system for teachers to check out materials and equipment

**Person or Persons Responsible**

Administration, Science School Improvement Team, Science Lead Teacher

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Checkout management system

**Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Implement a science lab schedule and a checkout management system for materials and equipment.

**Person or Persons Responsible**

Administration, Science school improvement team

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Science lab schedule, checkout management system

**Plan to Monitor Effectiveness of G5.B1.S1**

Science lab classroom observations, walk-throughs, science lab schedule

**Person or Persons Responsible**

Administration, district science specialist, school-based science lead teacher

**Target Dates or Schedule**

Ongoing, weekly

**Evidence of Completion**

Informal observation forms, walk-through notes, science lab schedule

**G6. Increase the percentage of students scoring a 3.5 or higher on the FCAT 2.0 Writing assessment**

**G6.B1 Teacher lack of clarity in understanding the FCAT 2.0 writing rubric**

**G6.B1.S1** District Specialist (Robyn White) will provide professional development of the rubric with 4th grade Language arts Teachers

**Action Step 1**

Provide each teacher with a their own copy of the rubric

**Person or Persons Responsible**

District Reading Specialist, Robyn White

**Target Dates or Schedule**

October, 2013

**Evidence of Completion**

Agenda, Sign-in sheets, artifacts from training (rubric, samples of students writing)

**Facilitator:**

Robyn White, District Reading Specialist

**Participants:**

Patrice McConnell Jacquelyn Carneal Dhana Bennett

**Plan to Monitor Fidelity of Implementation of G6.B1.S1**

Demonstrate understanding of the writing rubric through effective use (instruction, artifacts, feedback,etc)

**Person or Persons Responsible**

Site-based Reading Coach, Shirley Scott District Coach, Robyn White Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Feedback on student writing Use of language from the rubric Charts and Artifacts Explicit instruction (Small group and whole group)

## Plan to Monitor Effectiveness of G6.B1.S1

Student Writing pieces

### Person or Persons Responsible

Site-based coaches, Shirley Scott District Specialist, Robyn White Administration

### Target Dates or Schedule

Informal- weekly Formally- monthly

### Evidence of Completion

Improvement in students' monthly writing assessments

## G7. Improve progress monitoring to differentiate writing instruction for all 4th grade students

### G7.B1 Lack of strategies to remediate struggling writers and enrich more proficient writers

**G7.B1.S2** Extended common planning time to analyze student writing (data) and collaborate on the scoring using the FCAT 2.0 rubric

#### Action Step 1

Common Planning/Collaborating

#### Person or Persons Responsible

4th Grade ELA teachers Site-based coach, Shirley Scott

#### Target Dates or Schedule

January 6- February 14 (Writing Camp)

#### Evidence of Completion

Writing data collection from Student writing portfolio w/feedback Coaching logs Action Plans from common planning sessions

## Plan to Monitor Fidelity of Implementation of G7.B1.S2

Effective Common/collaboration time

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

Ongoing (for the period January 6-February 14)

### **Evidence of Completion**

Student portfolios Teacher lesson plans to reflect differentiation Focus Walks to observe strategic grouping

## Plan to Monitor Effectiveness of G7.B1.S2

Differentiated instruction (Small groups)

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

ongoing

### **Evidence of Completion**

Increase in student writing scores

**G8. Increase opportunities for students to participate in STEM activities.**

**G8.B1 Lack of common knowledge about the purpose of STEM**

**G8.B1.S1** Incorporate three school-wide STEM days throughout the year to create awareness of STEM fields and occupations.

**Action Step 1**

Provide professional development for teachers on the purpose of STEM and how to teach a STEM lesson.

**Person or Persons Responsible**

Administration, school-based math coach, district science specialist

**Target Dates or Schedule**

November 2013

**Evidence of Completion**

Professional Development agenda, plan for the first school-wide STEM Day

**Facilitator:**

TBD, school-based math coach

**Participants:**

K-5 classroom teachers

**Action Step 2**

Create grade level appropriate STEM activities for each STEM day that are connected to a field or occupation.

**Person or Persons Responsible**

Administration, school-based math coach, district science specialist, science school improvement team

**Target Dates or Schedule**

November 2013, February 2014, May 2014

**Evidence of Completion**

STEM lesson plans



### **Plan to Monitor Fidelity of Implementation of G8.B1.S1**

Review school-wide STEM lessons for STEM Days

**Person or Persons Responsible**

Administration, school-based math coach, science school improvement team

**Target Dates or Schedule**

Leadership Team meetings, monthly science school improvement team PLC

**Evidence of Completion**

Agendas, PLC action plans

### **Plan to Monitor Effectiveness of G8.B1.S1**

Informal conversations, feedback from school-wide STEM Days, teacher and student surveys

**Person or Persons Responsible**

Administration, school-based math coach

**Target Dates or Schedule**

Ongoing, after each STEM Day

**Evidence of Completion**

End of the Year STEM Survey

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G1.** All teachers will implement effective teaching instruction aligned to grade level reading standards.

**G1.B1** Lack of teacher content knowledge and quality instruction delivered through Gradual Release Model

**G1.B1.S1** Provide professional development on explicit instruction.

### **PD Opportunity 1**

Design and deliver professional development on explicit instruction

#### **Facilitator**

Robyn White and Shirley Scott

#### **Participants**

3rd-5th grade literacy teachers

#### **Target Dates or Schedule**

October 2013

#### **Evidence of Completion**

PD plan, agenda, sign-in sheets, and Exit Tickets

**G2.** Improve student progress monitoring to differentiate math instruction for all students, including students in ESE and other identified subgroups.

**G2.B1** Lack of collective knowledge about best practices and ways to differentiate instruction in the classroom

**G2.B1.S1** Use data to create focused, small groups for teacher-led instruction

**PD Opportunity 1**

Provide professional development on how to use i-Ready to group students for teacher-led instruction

**Facilitator**

School-based math coach, district math specialist

**Participants**

Grades K-5 math teachers, ESE resource teachers

**Target Dates or Schedule**

September and October D-Days, common planning

**Evidence of Completion**

Professional development agendas, common planning agendas

**G4.** Increase student performance in math and science by delivering effective, engaging instruction that is aligned to grade level and content area standards.

**G4.B1** Teachers are unfamiliar with the Gradual Release of Responsibility Model in math and science

**G4.B1.S1** Use the Gradual Release of Responsibility Model when planning and delivering math and science lessons.

**PD Opportunity 1**

Provide professional development on student collaborative strategies to use during the "We do" or "You do it together" components of the lesson

**Facilitator**

TBD

**Participants**

Grade 3-5 Math Teachers

**Target Dates or Schedule**

October or November 2013

**Evidence of Completion**

Professional Development agenda, artifacts from the training

**G6. Increase the percentage of students scoring a 3.5 or higher on the FCAT 2.0 Writing assessment**

**G6.B1 Teacher lack of clarity in understanding the FCAT 2.0 writing rubric**

**G6.B1.S1** District Specialist (Robyn White) will provide professional development of the rubric with 4th grade Language arts Teachers

**PD Opportunity 1**

Provide each teacher with a their own copy of the rubric

**Facilitator**

Robyn White, District Reading Specialist

**Participants**

Patrice McConnell Jacquelyn Carneal Dhana Bennett

**Target Dates or Schedule**

October, 2013

**Evidence of Completion**

Agenda, Sign-in sheets, artifacts from training (rubric, samples of students writing)

**G8. Increase opportunities for students to participate in STEM activities.**

**G8.B1 Lack of common knowledge about the purpose of STEM**

**G8.B1.S1** Incorporate three school-wide STEM days throughout the year to create awareness of STEM fields and occupations.

**PD Opportunity 1**

Provide professional development for teachers on the purpose of STEM and how to teach a STEM lesson.

**Facilitator**

TBD, school-based math coach

**Participants**

K-5 classroom teachers

**Target Dates or Schedule**

November 2013

**Evidence of Completion**

Professional Development agenda, plan for the first school-wide STEM Day

## Appendix 2: Budget to Support School Improvement Goals