# Enterprise Elementary School

leadership
analysis
students
Florida
college and career
mission
school improvement
family and community involvement
striving
achievement
ambitious
teaching
relationships
success
learning
areas of focus
instruction
needs assessment
strategic planning
collaboration
vision
supportive environment
resources
growth

## 2022-23 Schoolwide Improvement Plan

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# Enterprise Elementary School

7000 ENTERPRISE RD, Cocoa, FL 32927

http://www.enterprise.brevard.k12.fl.us

## Demographics

### Principal: Kelli D UF Resne C

Start Date for this Principal: 7/1/2019

| | |
|---|---|
| **2019-20 Status** (per MSID File) | Active |
| **School Type and Grades Served** (per MSID File) | Elementary School PK-6 |
| **Primary Service Type** (per MSID File) | K-12 General Education |
| **2021-22 Title I School** | No |
| **2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) | 53% |
| **2021-22 ESSA Subgroups Represented** (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students |
| **School Grades History** | 2021-22: A (68%) 2018-19: A (66%) 2017-18: B (55%) |
| **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** | N/A |
| * 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 Brevard 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.

# Table of Contents

# Enterprise Elementary School

7000 ENTERPRISE RD, Cocoa, FL 32927

http://www.enterprise.brevard.k12.fl.us

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2021-22 Title I School** | **2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Elementary School PK-6 | No | 53% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 23% |

## School Grades History

| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| Grade | A | | A | A |

## School Board Approval

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## SIP Authority

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 Enterprise Elementary School is to foster an inclusive environment, provide a quality education, and build positive relationships to empower lifelong learners. (August 2021)

**Provide the school's vision statement.**

The Enterprise Community will inspire students to reach their full potential in becoming productive, confident, and caring individuals who demonstrate their personal best. (August 2021)

### School Leadership Team

**Membership**
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Dufresne, Kelli | Principal | Monitor student achievement data; initiate collaborative meetings with the school-based leadership team and faculty; plan professional learning opportunities for staff; observe instructional practices and provide feedback to teachers; oversee school operations to ensure alignment with school improvement processes. |
| Smith, Deanna | Assistant Principal | Monitor student achievement data; initiate collaborative meetings with faculty and grade-level teams; plan professional learning opportunities for staff; observe instructional practices and provide feedback to teachers; ensure alignment of curriculum and instruction with state-adopted standards; manage the implementation of the School Improvement Plan. |
| Hurley, Robin | Reading Coach | Monitor school-wide ELA data; support teachers with the implementation of ELA standards and the analysis of student data; provide feedback to instructional staff that will positively impact instructional routines in the classroom; deliver professional learning opportunities based on the needs of our instructional staff and school; support the administration in the implementation of the School Improvement Plan. |
| Woltman, Jobie | School Counselor | Assist students with physical, social, and psychological needs; provide professional development to staff related to social and emotional needs at our school; facilitate Individual Problem Solving Team meetings; monitor Early Warning Systems. |
| Jackson, Christa | SAC Member | Build staff, family, and community partnerships through SAC; participate in the development of the School Improvement Plan; assist in the preparation of the school's annual budget and plan; build consensus with SAC members regarding school-based initiatives, instructional resources, and other school needs. |
| Forand, Sharon | SAC Member | Lead School Advisory Council as Chairperson; build staff, family, and community partnerships through SAC; participate in the development of the School Improvement Plan; assist in the preparation of the school's annual budget and plan; build consensus with SAC members regarding school-based initiatives, instructional resources, and other school needs. |

## Demographic Information

**Principal start date**
Monday 7/1/2019, Kelli D UF Resne C

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

**Total number of teacher positions allocated to the school**

44

**Total number of students enrolled at the school**

596

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

5

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

6

**Demographic Data**

## Early Warning Systems

**Using prior year's data, complete the table below with the number of students by current 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 | 72 | 80 | 84 | 76 | 82 | 85 | 79 | 0 | 0 | 0 | 0 | 0 | 0 | 558 |
| Attendance below 90 percent | 1 | 37 | 45 | 43 | 43 | 38 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 245 |
| One or more suspensions | 0 | 0 | 0 | 4 | 4 | 1 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 5 | 8 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 2 | 11 | 7 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**Using the table above, complete the table below with the number of students by current grade level who have 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 | 2 | 8 | 5 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 24 |

**Using current year data, complete the table below with the number of students identified as being "retained.":**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 9 | 3 | 5 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

**Date this data was collected or last updated**

Monday 8/15/2022

**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 | |
| Number of students enrolled | 68 | 83 | 75 | 96 | 92 | 81 | 82 | 0 | 0 | 0 | 0 | 0 | 0 | 577 |
| Attendance below 90 percent | 3 | 6 | 6 | 5 | 5 | 9 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |
| One or more suspensions | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Number of students with a substantial reading deficiency | 3 | 2 | 3 | 5 | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Level 1 on 2021 statewide FSA ELA assessment | 0 | 0 | 0 | 1 | 10 | 8 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |
| Level 1 on 2021 statewide Math assessment | 0 | 0 | 0 | 1 | 6 | 6 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |

**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 | 2 | 0 | 1 | 4 | 4 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |

**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 | 1 | 9 | 1 | 3 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 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 | |
| Number of students enrolled | 68 | 83 | 75 | 96 | 92 | 81 | 82 | 0 | 0 | 0 | 0 | 0 | 0 | 577 |
| Attendance below 90 percent | 3 | 6 | 6 | 5 | 5 | 9 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |
| One or more suspensions | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Number of students with a substantial reading deficiency | 3 | 2 | 3 | 5 | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Level 1 on 2021 statewide FSA ELA assessment | 0 | 0 | 0 | 1 | 10 | 8 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |
| Level 1 on 2021 statewide Math assessment | 0 | 0 | 0 | 1 | 6 | 6 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |

**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 | 2 | 0 | 1 | 4 | 4 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |

**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 | 1 | 9 | 1 | 3 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

## Part II: Needs Assessment/Analysis

**School Data Review**
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 | 2022 | | | 2021 | | | 2019 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 70% | 61% | 56% | | | | 69% | 62% | 57% |
| ELA Learning Gains | 68% | | | | | | 65% | 60% | 58% |
| ELA Lowest 25th Percentile | 63% | | | | | | 64% | 57% | 53% |
| Math Achievement | 72% | 49% | 50% | | | | 72% | 63% | 63% |
| Math Learning Gains | 77% | | | | | | 65% | 65% | 62% |
| Math Lowest 25th Percentile | 78% | | | | | | 64% | 53% | 51% |
| Science Achievement | 51% | 60% | 59% | | | | 60% | 57% | 53% |

## Subgroup Data Review

### 2022 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 2020-21 | C & C Accel 2020-21 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SWD | 41 | 42 | 37 | 48 | 66 | 65 | | | | | |
| BLK | 53 | 67 | | 42 | 92 | | | | | | |
| HSP | 74 | 62 | | 65 | 92 | | | | | | |
| MUL | 71 | 69 | | 59 | 62 | | | | | | |
| WHT | 70 | 68 | 60 | 76 | 76 | 80 | 53 | | | | |
| FRL | 69 | 72 | 76 | 66 | 73 | 74 | 41 | | | | |

### 2021 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 2019-20 | C & C Accel 2019-20 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SWD | 36 | 53 | 70 | 64 | 55 | 40 | 27 | | | | |
| BLK | 42 | | | 67 | | | | | | | |
| HSP | 71 | | | 79 | | | | | | | |
| MUL | 72 | 82 | | 72 | 82 | | | | | | |
| WHT | 66 | 58 | 67 | 79 | 59 | 41 | 67 | | | | |
| FRL | 60 | 66 | 70 | 75 | 57 | 48 | 46 | | | | |

### 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 | 51 | 57 | 44 | 64 | 69 | 72 | 40 | | | | |
| HSP | 53 | 57 | | 57 | 65 | | | | | | |
| MUL | 67 | 62 | | 70 | 48 | | 60 | | | | |
| WHT | 71 | 68 | 69 | 75 | 68 | 69 | 61 | | | | |
| FRL | 67 | 67 | 61 | 66 | 61 | 60 | 56 | | | | |

## ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | N/A |
| OVERALL Federal Index – All Students | 68 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 479 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 99% |
| **Subgroup Data** | |

| Students With Disabilities | |
|---|---|
| Federal Index - Students With Disabilities | 50 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| **English Language Learners** | |
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| **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% | 0 |
| **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% | 0 |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | 64 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| **Hispanic Students** | |
| Federal Index - Hispanic Students | 73 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| **Multiracial Students** | |
| Federal Index - Multiracial Students | 65 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| **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% | 0 |

| White Students | |
|---|---|
| Federal Index - White Students | 69 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| **Economically Disadvantaged Students** | |
| Federal Index - Economically Disadvantaged Students | 67 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

## Part III: Planning for Improvement

**Data Analysis**
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

From our 2021-2022 FSA assessment data, our ELA trends show that 71-80% of students in grades 4-6 demonstrate proficiency, while students in grade 3 are at 58% proficiency. This indicates a need for progress monitoring, data analysis, and early intervention in our primary grades. In addition, we need to ensure that benchmarks are taught to the full intent with fidelity using our district-adopted curriculum. Our Math trends indicate that 75-88% of students in grades 4-6 demonstrate proficiency, while students in grade 3 show 53%. Additional support for students in grade 3 is needed to ensure foundational skills are solid and teachers are embedding mathematical thinking and reasoning skills within their instruction to promote deeper learning and understanding of mathematics. Our Science trends have declined, with only 51% of students demonstrating proficiency last school year. This data shows a need for increased hands-on learning opportunities, deeper analysis of assessment data, additional support with vocabulary instruction, and the Nature of Science standards taught with fidelity. Our SWD subgroup data show that 41% of students are meeting high standards in reading, 42% of students made learning gains in reading, and only 37% of our lowest 25% made learning gains in reading. This data demonstrates a need to ensure students receive access to grade-level content with scaffolding supports.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Based on our 2022 state assessments, our greatest need for improvement is in the area of Science. Our 2022 SSA Science Achievement had a proficiency rate of 51%, which was 9% lower than our previous year.
Looking at our school trends from 2016 to 2022, our SSA Science Achievement proficiency has fluctuated between 41 - 62%.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Our lowest-performing strand on the 2022 SSA was Nature of Science. We believe this may stem from students having the option to complete a science fair project and the lack of hands-on science with collaborative structures. To address this need for improvement, we will ensure that all grade levels focus on the scientific process by completing class science fair projects. Additionally, additional academic

support will be provided through Science ASP, and deeper analysis of assessment data will occur during grade-level data meetings.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Based on our 2022 progress monitoring data and state assessments, the area that has shown the most improvement is the area of math. In 2022, Math Achievement had a proficiency rate of 72%, which was a 6% decline from 2021 but remained the same as our 2019 scores. However, our math learning gains increased from 61% in 2021 to 77% in 2022. Additionally, our math lowest 25% making learning gains increased from 47% in 2021 to 78% in 2022.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

The factors we feel contributed to this improvement were ensuring that all were implementing the Eureka Math program with fidelity, monitored usage of the i-Ready program with frequent meetings with teachers to discuss data and adjust instructional paths, small group instruction occurring during the math block, intervention supports during our SMART time for math, and a structured Academic Support Program that included math.

**What strategies will need to be implemented in order to accelerate learning?**

In order to accelerate learning, we will ensure that all students are exposed to grade-level content with deep engagement and high expectations for their success, address students' social and emotional needs, provide students access to a classroom and school community that cultivates their sense of belonging and makes them feel safe, and partner with all stakeholders to gain feedback on our schoolwide systems to offer experiences that will meet their needs and support our students.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

To support teachers with accelerating student learning, we will continue developing Professional Learning Teams structures that will engage teachers in purposeful collaboration to help more students achieve at higher levels. Collaborative Teams will build shared knowledge and understanding about the standards and essential learning; will help one another improve; will be open to sharing their practice; will make collective decisions on best practices; will gather, share, and discuss student learning results; will identify students who have reached learning targets and make a plan to accelerate their learning; and will take an active role in the success of all students. Additionally, we will provide trainings, resources, and supports to staff regarding effective approaches
to social-emotional learning and how to implement these strategies within academics. Trainings will allow our staff to acquire knowledge and be provided examples and resources related to the four approaches to SEL in the classroom and academic integration. This will also allow our teachers to discover how they shape academic mindsets, reflect on how they see potential in students and investigate ways to align SEL skills with academic benchmarks.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Our Academic Support Program will provide additional support services beginning in November 2022. Our lowest-performing students in reading, math, and science will be invited to participate throughout the school year. This program will be offered before and after school. To ensure the sustainability of improvement, we will focus on the features of effective instruction during core instruction to keep rigorous content at the forefront of our daily instruction; to intentionally plan specific scaffolds that

support students but do not prevent them from engaging with grade-level content, and from differentiating instruction in a way that students can master the key practices and concepts in grade-level content while gaining independence over time. In addition, we will continue to focus on a continuous improvement model by offering coaching support with targeted feedback to instructional staff. Furthermore, school leaders will continue to meet with grade-level teams weekly to analyze data and discuss trends, provide instructional resources and support, and develop plans for improvement where needed.

**Areas of Focus**
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

| #1. Instructional Practice specifically relating to Science | |
|---|---|
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Our 2022 SSA results show a decline in proficiency of 9% from 60% in 2021 to 51% in 2022. Our lowest-performing strand was Nature of Science, with only 53% of students demonstrating proficiency. Our Grade 5 SSA Part 2 increased from 19% in 2021 to 34% in 2022. However, this data still indicates a lack of student proficiency in grade 3 and 4 standards. Looking at our school trends from 2016 to 2022, our SSA Science Achievement proficiency has fluctuated between 41-62% over the six-year period. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | SSA Science Achievement proficiency rate will increase from 51% in 2022 to 60% in 2023. Grade 5 SSA Review Part 2 proficiency rate will increase from 34% of students demonstrating proficiency last school year to 50% this school year. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | All grade levels will assess mastery toward grade-level standards using the Science Benchmark Block District Assessments. This assessment data will be analyzed and discussed at the student, class, grade, and school level, and improvement plans will be created as needed. Teachers in grades 3-6 will utilize Penda Science as a supplemental resource to enhance daily instruction and support mastery of standards. This ancillary program will assist with the reinforcement and retention of content. All grade levels will be held accountable for providing hands-on learning instruction during the science block. |
| **Person responsible for monitoring outcome:** | Kelli Dufresne (dufresne.kelli@brevardschools.org) |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | The 5E Instructional Model consists of cognitive stages of learning that comprise engage, explore, explain, elaborate, and evaluate. The model facilitates conceptual change and contributes to more consistent and coherent science instruction. Incorporating this learning cycle in the classroom aids teachers in developing and delivering effective inquiry-based science lessons. |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific** | We believe that if teachers incorporate the 5E Instructional Model within their classroom, it will aid them in developing and delivering effective inquiry-based science lessons. Research has found that this evidence-based strategy allows for a student-centered approach and provides a science learning cycle based on evidence to support thinking. If the instruction is chunked into various phases of learning and students are provided with a more hands-on learning experience, student achievement will increase. |

**strategy.
Describe the
resources/
criteria used for
selecting this
strategy.**

**Action Steps to Implement**
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will follow district pacing and utilize district-created Benchmark Blocks when planning for instruction.
2. Teachers will administer District Summative Science Assessments and Penda Science standards mastery assessments. Time will be provided time to analyze science data and discuss ways in which they can scaffold lessons to support all students access to grade-level standards.
3. Teachers will complete class science fair projects to ensure Nature of Science standards are taught, and students understand the scientific process.
4. Science ASP will be developed for 5th-grade students. This will provide additional academic support related to grade 3 and 4 science standards for students who are not demonstrating mastery via Penda lessons.
5. Activity teachers will collaborate with grade-level teams to support science vocabulary instruction within their courses.
6. Instructional monitoring, feedback, and coaching will occur based on student data trends and observational/walk-through data.

**Person
Responsible**   Deanna Smith (smith.deanna@brevardschools.org)

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| **#2. Instructional Practice specifically relating to ELA** | |
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Our Spring 2022 FSA ELA results show that 70% of students demonstrated proficiency. This is an increase of 5% from the 2021 assessment period. According to our 2022 Spring i-Ready Reading Diagnostic data for students in grades 3-6, our predicted Reading proficiency rate was 81%. While our FSA ELA achievement was slightly lower, our ELA data trends are consistent. In addition, our lowest-performing subgroup in ELA achievement is SWD, with only 41% demonstrating proficiency. While this is also an increase of 5% from the 2021 assessment period, this area needs improvement. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | FSA Reading Achievement proficiency rate will increase from 70% in Spring 2022 to 72% in 2023. This correlates with our 2022 Spring i-Ready Reading Diagnostic proficiency data for students in grades 3-6. Furthermore, our SWD subgroup proficiency rate will increase from 41% to 45%. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | All grade levels will participate in statewide FAST Progress Monitoring Assessments three times per year and i-Ready Reading Diagnostic Assessments two times this year. This assessment data will be analyzed and discussed at the student, class, grade, and school level, and improvement plans will be created as needed. |
| **Person responsible for monitoring outcome:** | Kelli Dufresne (dufresne.kelli@brevardschools.org) |
| **Evidence-based Strategy: Describe the evidence-based strategy being** | In order to identify the precise area where instruction is most helpful to students and plan to scaffold, support, or accelerate learners, teachers must utilize features of effective teaching. A well-planned scope and sequence help meet all students' instructional needs regardless of their abilities and progress. Systematic instruction will ensure that whenever students are asked to learn a new skill or concept, they already possess the appropriate prerequisite knowledge and understanding to learn it efficiently. Explicit instruction to explicitly teach skills or concepts will allow for the gradual release process to occur, where teachers will shift the responsibility of learning from teacher to student. Scaffolded |

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| **implemented for this Area of Focus.** | instruction will occur for students needing additional support to become more independent learners. Finally, differentiating instruction will allow teachers to be responsive to students' specific needs based on assessment and observational data. |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | According to John Hattie's "Visible Learning for Literacy," explicit teaching strategies have an effect size of 0.57, and scaffolded instruction has an effect size of 0.82. We believe that if teachers carefully plan reading instruction using the features of effective instruction along with high-quality, complex text and provide ample and appropriately designed scaffolding, they will create conditions that allow for deeper exploration of text and mastery toward the full intent of their grade level standards. If teachers use formative and summative assessments to assess student understanding, they will be better equipped to inform their instruction to support students' academic needs. During our weekly Professional Learning Team meetings, teachers will have an opportunity to analyze the data from these assessments, discuss strategies for accelerating learning, and develop a remediation plan, if needed. If this occurs, we believe student achievement will improve. |

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. School-based Literacy Coach will provide resources for professional development on standards-aligned reading instruction with a focus on the features of effective teaching.
. Teachers will use Benchmark Advance and Savvas curriculum, district-created Overview Documents, i-Ready Tools for Scaffolding, and learning acceleration strategies to plan instruction collaboratively. Teachers will utilize complex texts within the resources provided in the district Benchmark Advance and Savvas curriculums that will permit students to focus on elements of purpose, craft, and meaning. Collaborative conversations, text-dependent questions, and embedded writing tasks will require students to re-examine the text to gain insight and evidence to support their responses.
4. Teachers will provide Tier 2 and Tier 3 interventions based on student academic needs daily. Teac ers will be provided time to discuss intervention progress monitoring data during Professional Learning Team meetings with the leadership team.

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| **Person Responsible** | Robin Hurley (hurley.robin@brevardschools.org) |

5. Teachers will utilize curriculum-based assessments to support student mastery toward B.E.S.T. standards They will be provided time to analyze ELA data and discuss ways to scaffold lessons and accelerate learning to support all students' access to grade-level standards.
6. Teachers will monitor student progress in i-Ready Reading to ensure students are moving forward within their instructional paths and will make instructional decisions based on this data.
7. Instructional monitoring, feedback, and coaching will occur based on student data trends and observational/walk-through data.
8. School-based leadership team will collaborate to analyze data and tier teachers for targeted coaching support.

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| **Person Responsible** | Deanna Smith (smith.deanna@brevardschools.org) |

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| **#3. Instructional Practice specifically relating to Differentiation** | |
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Student achievement will increase by continuing to focus on our students in the lowest 25%. Our 2021-2022 data indicates that 63% of our students in our lowest 25% made learning gains in ELA which was a decline of 7% from the previous year. An emphasis needs to be placed on our retention of students. We retained twenty students last year, specifically five 3rd grade students. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | In 2022-2023, the ELA scores for students in the lowest 25% will increase by at least 3%. School leadership will track our lowest 25% of students in ELA through Performance Matters using FAST Reading and i-Ready Reading results to ensure students are making adequate progress. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | During monthly Professional Learning Team Meetings, administration will conduct MTSS meetings, data chats with teachers, and collect all Form 7s. We will monitor student progress through multiple sources of data individualized for each student. Student data will determine the next steps, and instruction will be adjusted to meet each student's ongoing learning needs. Also, walkthroughs will occur to ensure teachers differentiate their instruction to meet the needs of all students. Data will be analyzed by administration and teachers to target the specific needs of each student. Students not making process in specific and targeted intervention groups will be referred to our IPST team for additional support. The leadership team will conduct classroom walkthroughs during each grade level's designated intervention time on the master schedule to ensure teachers are implementing SMART Cycles with fidelity, differentiating instruction, and providing targeted small group instruction during ELA blocks. |
| **Person responsible for monitoring outcome:** | Deanna Smith (smith.deanna@brevardschools.org) |
| **Evidence-based Strategy: Describe the evidence-based** | Targeted supplemental and intensive small group instruction will occur daily to ensure that students with learning deficits receive scaffolded supports that will close their learning gaps. According to John Hattie's "Visible Learning for Literacy" comprehensive interventions have an effect size of 0.77. Teachers will use research-based instructional materials located within our district Decision Trees to deliver high-quality Tier 2 supplemental instruction and Tier 3 intensive instruction with fidelity. |

**strategy being implemented for this Area of Focus.**

**Rationale for Evidence-based Strategy:** **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

We believe that by targeting the specific needs of our students, not only will overall student achievement increase, but also the student achievement for our lowest 25%. For all students to succeed, instruction must often be differentiated to meet the needs of each student. Focusing on the MTSS process, will allow us to target all learners and provide additional supports for those not making adequate progress with on-going progress monitoring.

## Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

In September, the Leadership Team and MTSS Coordinator and leadership team will provide an overview of our MTSS process and expectations for the year to all instructional staff.

**Person Responsible** Jobie Woltman (woltman.jobie@brevardschools.org)

The leadership team will plan for SMART Cycles and Data Chats monthly during weekly grade-level meetings via a calendar. In collaboration with the leadership team, the instructional staff will arrange for Walk intervention cycles among grade levels based on student data, monitor ESSA outcomes regarding students with disabilities, and discuss specific strategies for targeting the needs of all learners.

**Person Responsible** Deanna Smith (smith.deanna@brevardschools.org)

Provide support for differentiated instruction for teachers through the coaching cycle.

**Person Responsible** Robin Hurley (hurley.robin@brevardschools.org)

A checklist will be developed for students that are not making progress within Tier 2. A system for maintaining individual student notes when meeting with the IPST with follow up and actions steps by the team

**Person Responsible** Kelli Dufresne (dufresne.kelli@brevardschools.org)

## Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

### Describe how the school addresses building a positive school culture and environment.

Enterprise Elementary supports and values a positive school culture and learning environment with our staff, parents, and students collectively.

After implementing our schoolwide BLAST Expectations in the 2020-2021 school year, we developed a positive referral based on those expectations to implement beginning in the 2021-2022 school year. This allows us to celebrate students who demonstrate our BLAST Expectations and are positive role models for their peers. We make a phone call home and share the positive character traits their students have exhibited with their parents. During the 2021-2022 school year, we issued 186 positive referrals. Our universal schoolwide expectations were established to provide proactive and effective positive support to students regarding desired behaviors and to strengthen our positive school culture and spirit. Our expectations assist us in improving social, emotional, and academic outcomes for all students.

Our most recent Parent Survey had 339 responses from Enterprise families. 87% of our families indicated that Class Dojo or text messaging was the best way to communicate between school and home, and 70% indicated email. Families indicated that they feel welcome at our school and well connected to what is happening because of communication provided through our social media updates, electronic school newsletter, and teacher communication. As we look for areas to improve, families have indicated that they would like more family fun events, field trip opportunities, and academic support materials. We will work to provide more opportunities to gather shareholder input and feedback on school decisions. Families indicated the best way to provide input was through online surveys. There is a need to rebuild a Parent Teacher Organization (PTO) to assist with family engagement efforts. We will work to build a more active PTO through targeted recruitment efforts and small group committee work to expand the capacity of parent involvement. These events aim to promote a positive school culture and an environment focused on building relationships and improving academics for all.

On the YouthTruth Survey from this past school year (January 2022), Enterprise Elementary's two highest key ratings, according to our students, were in Engagement (2.83) and Relationships (2.70). According to the survey, students felt very strongly that their teachers want them to work their hardest, and the students feel their teachers care. This indicates that the teachers have developed a positive school environment that builds positive relationships and learning. Enterprise students indicated a need for improvement in Culture (2.20), followed by Belonging (2.46). According to the questions that comprise the Culture Summary Measure, data indicates that student behavior was an impacting factor, as students indicated that class time was wasted due to the inability of some students to behave well in class. This indicates a need for additional behavioral support and social-emotional skills for students in grades 3 and 6.

In January 2022, Enterprise's instructional staff participated in the EDI Insight Survey. Enterprise's Instructional Culture Index trends show a decrease over the last several years from 9.7 in 2018 to 9.3 in

2021. The collective results from this survey serve as a leading indicator of the instructional atmosphere and positive school culture pervasive among our faculty. Key areas of success include consistent expectations and consequences for student behavior, low tolerance for ineffective teaching, and feedback on instructional practices that help improve student outcomes. The Insight Survey indicated a need to strengthen areas in the domains of Academic Expectations and Academic Opportunities. Strengthening these areas will support teachers in understanding the new benchmarks, delivering effective instruction to ensure student mastery of the benchmarks, building collaboration among colleagues, and improving our school's overall academic and learning culture.

In alignment with the BPS Strategic Plan, Goal 1, Obj 3 (Provide equitable support in a safe learning environment for every student's social, emotional, and behavioral development.), we will continue the implementation of Conscious Discipline. In addition, teachers are receiving professional development in supporting SEL in academics. Within this training, our staff will acquire knowledge and be provided examples and resources related to the four approaches to SEL in the classroom and academic integration. This will also allow our teachers to discover how they shape academic mindsets, reflect on how they see potential in students and investigate ways to align SEL skills with academic benchmarks.

## Identify the stakeholders and their role in promoting a positive school culture and environment.

Kelli Dufresne, Principal
The principal supports and guides school improvement initiatives based on SAC feedback, parent survey data, YouthTruth student data, and INSIGHT teacher data. The principal plays a vital role in developing the culture of the school. The principal creates an environment where all stakeholders feel valued, appreciated, and understood. A culture of transparency, trust, and openness help students, parents, and staff improve and maintain positive relationships. The principal ensures that the school's culture aligns with the district's vision, mission, purpose, and goals.

Deanna Smith, Assistant Principal
Our Assistant Principal assists with data analysis and tracking interventions to monitor student progress and ensure student success. She also supports the principal in school improvement efforts. Our Assistant Principal provides training to instructional staff related to curriculum and instructional practices.

Jobie Woltman, Guidance Counselor
Our guidance counselor facilities IPST meetings to assist teachers and parents in ensuring students have support in place to demonstrate success in school. Our guidance counselor delivers social-emotional training to staff as determined in our 3-year SEL Plan. She also provides support and resources to students and families in need.

Robin Hurley, Literacy Coach
Our Literacy Coach supports the administrative team in monitoring schoolwide data to help determine action steps. She provides instructional staff coaching and resources that support our newly adopted curriculum and standards. She also delivers professional learning opportunities to instructional staff based on walkthrough data.

Sharon Forand, SAC Chair
Our SAC Chair supports the administrative team in gathering community, parent, and teacher data to make informed decisions to guide school improvement.

Enterprise Staff
Our staff members provide a safe, student-centered learning environment where students engage in high-quality instruction. They make informed instructional decisions based on students' social, emotional, and academic needs. Teachers work in PLTs to create a collaborative culture. Sharing best practices ensures that focusing on a positive, nurturing school culture responds to student needs. By engaging in

professional development that links to student achievement, teachers support students' emotional and academic growth. Collaboration promotes a culture of collegiality among staff members. Teachers help their students develop interpersonal relationships with others and make connections with the world around them.

Enterprise Students
A positive culture allows students to take ownership of their learning and produces productive citizens. Students are provided opportunities to reflect on their strengths and weaknesses and celebrate their successes. A positive school culture shapes students' values essential to student learning: thoughtfulness, inclusivity, building relationships, positive self-image, community involvement, challenging themselves to meet their potential, and respecting their peers' similarities and differences. Enterprise students work toward following our schoolwide BLAST Expectations.

Enterprise Families and Community Partnerships
Families and community partners work collaboratively with school personnel to support academic achievement, strengthen school culture, and increase family engagement to reinforce the needs of the students and school. Parental involvement in school helps children achieve academically and have a positive learning attitude. Parents promote their students' social and emotional development. Positive school culture, communication, and relationships will give parents the necessary tools to advocate for their students. Parents are welcome to be involved in school events and activities to promote student achievement. They help their children actively attend school and value education. They motivate and encourage students to become lifelong learners.