

Volusia County Schools

Enterprise Elementary School



2022-23 Schoolwide Improvement Plan

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Enterprise Elementary School

211 MAIN ST, Enterprise, FL 32725

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

Demographics

Principal: Elizabeth Johnson

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (53%) 2018-19: B (55%) 2017-18: C (46%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Enterprise Elementary School

211 MAIN ST, Enterprise, FL 32725

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

When we work collectively involving all stakeholders, we will create an environment of learning that increases the knowledge and implementation of instruction.

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
Douglas, Alicia	Principal	
Aivazis, Jessica	Assistant Principal	
Disinger, Amanda	Instructional Coach	
McGinn, Emily	Instructional Coach	
Morley, Karen	Instructional Coach	
Lewis, Pennie	Teacher, K-12	
Simmons, Symantha	Teacher, K-12	
Lemire, Terra	School Counselor	

Demographic Information

Principal start date

Monday 7/1/2019, Elizabeth Johnson

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.*

1

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.*

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

595

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

10

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

8

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	99	80	70	109	89	87	0	0	0	0	0	0	0	534
Attendance below 90 percent	27	20	19	29	25	18	0	0	0	0	0	0	0	138
One or more suspensions	1	3	3	4	7	13	0	0	0	0	0	0	0	31
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	31	24	26	0	0	0	0	0	0	0	81
Level 1 on 2022 statewide FSA Math assessment	0	0	0	28	28	19	0	0	0	0	0	0	0	75
Number of students with a substantial reading deficiency	8	11	6	14	13	12	0	0	0	0	0	0	0	64

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	3	6	4	16	18	18	0	0	0	0	0	0	0	65

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	3	0	0	0	5	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Friday 6/3/2022

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	92	86	71	107	85	82	0	0	0	0	0	0	0	523
Attendance below 90 percent	18	23	16	25	15	10	0	0	0	0	0	0	0	107
One or more suspensions	0	1	0	0	2	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	5	13	3	0	0	0	0	0	0	0	21
Course failure in Math	0	0	0	4	7	2	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	16	24	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	19	35	0	0	0	0	0	0	0	57
Number of students with a substantial reading deficiency	0	6	14	20	19	14	0	0	0	0	0	0	0	73

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

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

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	3	1	1	3	3	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

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	92	86	71	107	85	82	0	0	0	0	0	0	0	523
Attendance below 90 percent	18	23	16	25	15	10	0	0	0	0	0	0	0	107
One or more suspensions	0	1	0	0	2	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	5	13	3	0	0	0	0	0	0	0	21
Course failure in Math	0	0	0	4	7	2	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	16	24	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	19	35	0	0	0	0	0	0	0	57
Number of students with a substantial reading deficiency	0	6	14	20	19	14	0	0	0	0	0	0	0	73

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

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

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	3	1	1	3	3	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

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	46%	53%	56%				53%	56%	57%
ELA Learning Gains	55%						60%	56%	58%
ELA Lowest 25th Percentile	45%						44%	46%	53%
Math Achievement	52%	42%	50%				56%	59%	63%
Math Learning Gains	67%						59%	56%	62%
Math Lowest 25th Percentile	56%						50%	43%	51%
Science Achievement	47%	55%	59%				62%	57%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	52%	58%	-6%	58%	-6%
Cohort Comparison		0%				
04	2022					
	2019	46%	54%	-8%	58%	-12%
Cohort Comparison		-52%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	51%	54%	-3%	56%	-5%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	59%	60%	-1%	62%	-3%
Cohort Comparison		0%				
04	2022					
	2019	35%	59%	-24%	64%	-29%
Cohort Comparison		-59%				
05	2022					
	2019	63%	54%	9%	60%	3%
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	60%	56%	4%	53%	7%
Cohort Comparison						

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	7	21	24	12	41	48	6				
ELL	16	44	45	26	68	70	21				
BLK	45	63		45	88		40				
HSP	40	49	38	47	65	56	46				
WHT	52	56	33	55	64	50	53				
FRL	44	49	41	49	70	55	40				

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	12	44		17	38		36				
ELL	32	50		29	33		45				
BLK	35			24							
HSP	39	44		43	38		53				
WHT	52	53		59	66		56				
FRL	40	50	58	46	51	46	50				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	37	38	20	46	42	17				
ELL	41	52	55	54	60	64	50				
BLK	41	42		55	58		40				
HSP	46	62	59	46	54	56	53				
WHT	59	62	35	61	60	40	71				
FRL	46	55	45	50	54	51	56				

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)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	438
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	56
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	51
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	52
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	52
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?

Our Learning Gains across ELA and Math both increased from the previous year. Our lowest quartile ELA decreased, while our lowest quartile Math increased. Students with disabilities and ELL are not meeting proficiency in either ELA or Math.

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

Our greatest area that needs improvement is in both ELA and Science.

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

Although the data indicates the students are obtaining learning gains, they are not reaching proficiency in ELA. At this time a focus on core instruction, as well as small group differentiated instruction.

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

Our Learning Gains across ELA and Math both increased from the previous year, as well as our Math lowest quartile increased.

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

There was a clear focus on the lowest quartile, as well as bubble students. We created a plan of action to provide differentiated instruction aligned to the standards.

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

Enrichment activities in the areas of ELA and Math during the school day, as well as after school. These activities will include: Student Council, Junior Science Olympiad, Battle of the Books, Math Mania, Young Author's Writing.

We plan to gather more frequent OPM data that students will use during student lead conferencing. Incorporating Writing for SWD's throughout the day, as well as a more structured Math Intervention/ Acceleration plan by Grade Level.

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.

During the 2022-2023 School Year teachers will receive training on the new Big Ideas Math Curriculum, strategic small group Benchmark Curriculum training, AVID, Collective Teacher Efficacy, Core Connections, Student Lead Conferencing, Feedback.

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

We will provide Learning Walks with Feedback, PLC's to determine appropriate level of rigor/task assessment alignment. Teacher's will also be provided with planning days to plan for intervention and remediation.

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 ELA**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

This Area of Focus aligns to Strategic Plan Goal 1: Engage all students in high levels of learning EVERY day. As a result of our Needs Assessment and Analysis it revealed that our ELA Proficiency was at 46%, ELA Learning Gains were 51% and the Lowest Quartile performed at 50%, which was below the district and state average. Further analysis revealed that most of the students in our Lowest Quartile were also in one or more of our three targeted ESSA Subgroups; SWD, ELL, and AA, that performed below 41%.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal will be to increase ELA overall proficiency from 46% to 54%. We will utilize District Unit Assessments, ongoing progress monitoring data from the FAST, as well as i-Ready in ELA to monitor progress.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Area of Focus will be monitored through frequent classroom observations using a walkthrough tool denoting tasks aligned to benchmarks/standards, as well as opportunities for students to demonstrate their understanding of the benchmark/standard through the use of cooperative structures. Data chats will be utilized to determine instructional adjustments to impact student growth.

Person

responsible for monitoring outcome:

Alicia Douglas (addougla@volusia.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Our evidence-based strategy is Collective Teacher Efficacy. We will monitor it through frequent walkthroughs by school-based administration, coaches, and the district support team. Grade level teams and individual teachers will receive feedback to guide them in planning and instructing for input on students' learning and determining next steps.

Rationale for**Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Collective Teacher Efficacy has an effect size of 1.57 (Hattie, 2009). The average affect size is 0.40, which is equal to approximately one year of learning. At 1.57, it is likely that the impact on students is significantly greater than average when teacher clarity is implemented with fidelity. John Hattie describes collective teacher efficacy as those who:

- Have a collective belief in their ability to positively affect students.
- Work together to set high challenging expectations.
- Have collaborative conversations based on evidence.
- Have a combined belief that it is the teachers who cause learning.

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.

- Collaborative planning weekly and half day planning for instructional staff to include:
- Analyze the topic/content standard/benchmark to determine what students need to know.
- Review curriculum resources, instructional focus guides and/or pacing guides in order to align tasks to the standard and appropriately select complex texts linked to content standards/benchmarks
- Discussion of possible student misconceptions to benchmarks/standards.
- Create daily guiding questions aligned to ELA Benchmarks that provide a purpose for reading and connect to the big understanding.

Person Responsible Alicia Douglas (addougla@volusia.k12.fl.us)

School wide expectations including calibration when utilizing common grade level Writing/ELA rubrics and exemplars. This includes Core Connection in person training to develop students ability to synthesize, analyze, and apply information including the incorporation of writing into other subject areas.

Person Responsible Alicia Douglas (addougla@volusia.k12.fl.us)

Utilizing Benchmark Technology to assign activities that remediate core instruction for students.

Person Responsible Amanda Disinger (amdising@volusia.k12.fl.us)

Coaching cycles based on teacher need as demonstrated through weekly classroom observations and student performance data.

Person Responsible Alicia Douglas (addougla@volusia.k12.fl.us)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus****Description**

and Rationale:
Include a
rationale that
explains how it
was identified
as a critical
need from the
data reviewed.

This Area of Focus aligns to Strategic Plan Goal 1: Engage all students in high levels of learning EVERY day. The focus ESSA Subgroups are our SWD and EL due to the fact that we fell below the 41% expected rate for federal index. For SWD's we had 7% in ELA, 12% in Math and 6% in Science at proficiency and for ELL had 16% in ELA, 26% in Math and 21% in Science at proficiency. Further analysis shows that most of our students in our lowest quartile are also in one of our targeted ESSA subgroups.

Measurable**Outcome:**

State the

specific

measurable

outcome the

school plans to

achieve. This

should be a

data based,

objective

outcome.

Our goal will be to increase the percentage of our SWD and ELL subgroups to 41% of students meeting proficiency in ELA, Math and Science. We will utilize District Unit Assessments, ongoing progress monitoring data from the FAST, as well as i-Ready in ELA to monitor progress.

Monitoring:

Describe how

this Area of

Focus will be

monitored for

the desired

outcome.

This will be monitored through fidelity checks of the interventions to ensure the fidelity and integrity of implementation. PLC's will engage in data analysis of lowest quartile and ESSA subgroup students to review instructional, curriculum and/or individual student and teacher needs.

Person

responsible for

monitoring

outcome:

Alicia Douglas (addougla@volusia.k12.fl.us)

Evidence-

based

Strategy:

Describe the

evidence-

based strategy

being

implemented

for this Area of

Focus.

Our evidence-based strategy is Multi Tiered System of Support utilizing response to intervention. We will monitor implementation through frequent walkthroughs by school-based administration, coaches, and the district support team. Grade level teams and individual teachers will analyze data to inform instruction.

Rationale for

Evidence-

based

Strategy:

Explain the

rationale for

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom (Tier 1). Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Those not making progress are then provided with increasingly intensive instruction usually in small groups (Tier 2). If

selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy. still no progress, then students receive individualized, intensive interventions that target the students' skill deficits (Tier 3).

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.

Identify and provide tiered supports for students who are in our ESSA and Lowest Quartile subgroups. This will include exposure to vocabulary within a small group setting. Student groups will remain fluid and will be contingent upon the progress being made.

Person Responsible Jessica Aivazis (jaaivazi@volusia.k12.fl.us)

Track ongoing progress monitoring and district assessment data for our ESSA subgroups which will be used in our PLC Data Chats. Participants included are classroom teachers, ESOL teachers, administration, Academic Coaches, Support Facilitation and Program Specialist who will review ongoing progress monitoring data points alongside of the resources being utilized.

Person Responsible Alicia Douglas (addougla@volusia.k12.fl.us)

ESE Teachers will observe Model Classrooms & debrief with ESE Program Specialist.

Person Responsible Jessica Aivazis (jaaivazi@volusia.k12.fl.us)

Our ESE PLC will meet bi-monthly and discuss specially designed instruction methods, explicit instruction, gradual release, resources, and teacher collaboration. In addition the ESE team will meet with the VCS Program Specialist and our ESOL teacher will work with our District ESOL Resource Teacher.

Person Responsible Jessica Aivazis (jaaivazi@volusia.k12.fl.us)

Students in our ESSA and Lowest Quartile subgroups will engage in goal setting in the areas of ELA, Math and Science.

Person Responsible Jessica Aivazis (jaaivazi@volusia.k12.fl.us)

Monitoring fidelity of Tier 2 and Tier 3 interventions through walkthroughs

Person Responsible Alicia Douglas (addougla@volusia.k12.fl.us)

#3. Positive Culture and Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to decrease the percentage of our chronic absenteeism students from 31.7% to 21%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The attendance area of focus will be monitored through attendance reports weekly.

Person responsible for monitoring outcome:

Alicia Douglas (addougla@volusia.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

MTSS Parent/Teacher Conference - Parents and students will be provided with tiered attendance support including education and resources that are impacting attendance.

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

As a team, we will review data, meet, and identify specific causes of individual absenteeism. This will allow us to address and decrease barriers that parents may need help with. In addition to providing and educating parents on resources we can also educate parents on the impact of chronic absenteeism.

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.

Review attendance data every week for students who are chronically absent and look for patterns:

- Identify barriers to student attendance, including health challenges, and assess the underlying cause for a student's continued absences
- For those students who do not have a situational reason for being absent, assess need for Tier 3 response

Provide information and attention that underscores concern for children

- Nurture teacher interest and capacity in helping to reach out to chronically absent students and their families - - Continue to call and send letters to alert families to attendance concerns and explore what help may be needed.
- Schedule a parent/teacher conference or MTSS meeting to address barriers to attendance and problem-solve solutions to re-engage the student in the learning environment
- Use the Student Attendance Success Plan to help develop family strategies to support improved

attendance

- Provide parents with information/assistance in reaching out to community resources

Person Responsible

Terra Lemire (tjlemire@volusia.k12.fl.us)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

This Area of Focus aligns to Strategic Plan Goal 1: Engage all students in high levels of learning EVERY day. In reviewing our data at the end of last school year 89% of Kindergarten was scoring on or above grade level, 60% of 1st Grade was scoring on or above grade level, 67% of 2nd Grade was scoring on or above grade level.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

This Area of Focus aligns to Strategic Plan Goal 1: Engage all students in high levels of learning EVERY day. As a result of our Needs Assessment and Analysis it revealed that our ELA Proficiency was at 46%, ELA Learning Gains were 51% and the Lowest Quartile performed at 50%, which was below the district and state average. Further analysis revealed that most of the students in our Lowest Quartile were also in one or more of our three targeted ESSA Subgroups; SWD, ELL, and AA, that performed below 41%.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Our goal will be to maintain ELA overall proficiency at or above 54%. We will utilize District Unit Assessments, as well as ongoing progress monitoring data from the FAST.

Grades 3-5: Measureable Outcome(s)

Our goal will be to increase ELA overall proficiency from 46% to 54%. We will utilize District Unit Assessments, ongoing progress monitoring data from the FAST, as well as i-Ready data in ELA to monitor progress.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The Area of Focus will be monitored through frequent classroom observations using a walkthrough tool denoting tasks aligned to benchmarks/standards, as well as opportunities for students to demonstrate their understanding of the benchmark/standard through the use of cooperative structures. Data chats will be utilized to determine instructional adjustments to impact student growth.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Douglas, Alicia, addougla@volusia.k12.fl.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Our evidence-based strategy is Collective Teacher Efficacy. We will monitor it through frequent walkthroughs by school-based administration, coaches, and the district support team. Grade level teams and individual teachers will receive feedback to guide them in planning and instructing for input on students' learning and determining next steps.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Collective Teacher Efficacy has an effect size of 1.57 (Hattie, 2009). The average effect size is 0.40, which is equal to approximately one year of learning. At 1.57, it is likely that the impact on students is significantly greater than average when teacher clarity is implemented with fidelity. John Hattie describes collective teacher efficacy as those who:

- Have a collective belief in their ability to positively affect students.
- Work together to set high challenging expectations.
- Have collaborative conversations based on evidence.
- Have a combined belief that it is the teachers who cause learning.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Coaching:</p> <ul style="list-style-type: none"> -Collaborative planning weekly and half day planning for instructional staff to include: -Analyze the topic/content standard/benchmark to determine what students need to know. - Review curriculum resources, instructional focus guides and/or pacing guides in order to align tasks to the standard and appropriately select complex texts linked to content standards/benchmarks - Discussion of possible student misconceptions to benchmarks/standards. -Create daily guiding questions aligned to ELA Benchmarks that provide a purpose for reading and connect to the big understanding. -Coaching cycles based on teacher need as demonstrated through weekly classroom observations and student performance data. 	<p>Douglas, Alicia, addougla@volusia.k12.fl.us</p>
<p>Assessment:</p> <p>Track ongoing progress monitoring and district assessment data for all students which will be used in our PLC Data Chats. Participants included are classroom teachers, ESOL teachers, administration, Academic Coaches, Support Facilitation and Program Specialist who will review ongoing progress monitoring data points alongside of the resources being utilized. As a result instructional changes will be made.</p>	<p>Douglas, Alicia, addougla@volusia.k12.fl.us</p>

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 is a community school. Our faculty and staff are dedicated individuals that ensure that our students are receiving the 21st century education that they deserve. Our PTA and SAC are an important part of our decision making process. Our administration makes sure that all stakeholders are heard and consider all view points before make decisions that affect our students. At this time we will continue to engage families for in person events and gatherings, as well as celebrations to support our Enterprise family, with a focus on our students' academic achievement. All of our stakeholders feel valued and know their opinion matters to us. As we continue through the 2022-2023 school year, we hope to have our parent involvement activities, ie. Storybook Character Day, Science Nights, Light Up Enterprise, Dads and Donuts, etc.

At Enterprise Elementary we will be transitioning to our STAR expectations. Students will be able to earn Rockstar's when they exhibit one of our STAR expectations.

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

Our Administration promotes a positive school culture by being visible on campus, communicating with students, staff, parents and stakeholders.

Our School Counselor will work to provide SEL and Panorama lessons to students during our Special Area time, as well as in a small groups of students. as well as supports to Instructional Staff to use within the classroom.

Our Parent Liaison provides a positive school culture by promoting School Events and opportunities for parents to be engaged through our Social Media pages on Twitter and Facebook.

During PLC's our Academic Coaches will work with Instructional Staff to review student Data and provide supports for Enrichment and Intervention.

Finally, our school's PBIS Team is working on school wide procedures that will be utilized in all settings on our campus. These will be introduced to our students and we will remind them of our STAR expectations throughout the year on the weekly news. As students are displaying, the STAR expectations they can earn Rockstars for their classroom by any staff member on our campus.