

Volusia County Schools

Enterprise Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Enterprise Elementary School

211 MAIN ST, Enterprise, FL 32725

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

School Board Approval

This plan was approved by the Volusia County School Board on 10/31/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Johnson, Elizabeth	Principal	
Aivazis, Jessica	Assistant Principal	
Disinger, Amanda	Instructional Coach	
McGinn, Emily	Teacher, K-12	
Morley, Karen	Instructional Coach	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our School Improvement Plan was shared with all Faculty and Staff at our Faculty Meeting on August 8, 2023. At this time our Faculty and Staff were able to provide input to our School Improvement Plan. Parents will be asked for input beginning on August 24, 2023 during our first Parent Event.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Our SIP will be monitored through the Stocktake Process in October 2023 and January 2024. At this time we will make adjustments and modifications as necessary.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	61%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	10	29	14	17	14	21	0	0	0	105	
One or more suspensions	0	6	4	4	4	11	0	0	0	29	
Course failure in English Language Arts (ELA)	0	0	0	4	4	10	0	0	0	18	
Course failure in Math	0	0	0	2	2	9	0	0	0	13	
Level 1 on statewide ELA assessment	0	0	0	12	25	15	0	0	0	52	
Level 1 on statewide Math assessment	0	0	0	0	2	20	0	0	0	22	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	16	9	12	3	18	0	0	0	58	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	7	4	3	6	18	0	0	0	38

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	27	20	19	29	25	18	0	0	0	138	
One or more suspensions	1	3	3	4	7	13	0	0	0	31	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	31	24	26	0	0	0	81	
Level 1 on statewide Math assessment	0	0	0	28	28	19	0	0	0	75	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	11	6	14	13	12	0	0	0	64	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	6	4	16	18	18	0	0	0	65

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	27	20	19	29	25	18	0	0	0	138	
One or more suspensions	1	3	3	4	7	13	0	0	0	31	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	31	24	26	0	0	0	81	
Level 1 on statewide Math assessment	0	0	0	28	28	19	0	0	0	75	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	11	6	14	13	12	0	0	0	64	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	6	4	16	18	18	0	0	0	65

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	55	52	53	46	53	56	46		
ELA Learning Gains				55			51		
ELA Lowest 25th Percentile				45			50		
Math Achievement*	58	55	59	52	42	50	50		
Math Learning Gains				67			52		
Math Lowest 25th Percentile				56			43		
Science Achievement*	58	62	54	47	55	59	54		
Social Studies Achievement*					59	64			
Middle School Acceleration					45	52			
Graduation Rate					58	50			
College and Career Acceleration						80			
ELP Progress	61	60	59	70			46		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	299
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	438
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	4	2
ELL	48			
AMI				
ASN				
BLK	48			
HSP	57			
MUL	63			
PAC				
WHT	63			
FRL	56			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	3	1
ELL	45			
AMI				
ASN				
BLK	56			
HSP	51			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	52			
FRL	52			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	55			58			58					61
SWD	18			29			24				5	45
ELL	26			46			58				4	61
AMI												
ASN												
BLK	50			46							2	
HSP	51			59			53				5	59
MUL	58			67							2	
PAC												
WHT	63			58			56				4	
FRL	53			55			56				5	56

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	46	55	45	52	67	56	47					70
SWD	7	21	24	12	41	48	6					50
ELL	16	44	45	26	68	70	21					70
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	45	63		45	88		40					
HSP	40	49	38	47	65	56	46					68
MUL												
PAC												
WHT	52	56	33	55	64	50	53					
FRL	44	49	41	49	70	55	40					69

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	46	51	50	50	52	43	54					46
SWD	12	44		17	38		36					50
ELL	32	50		29	33		45					46
AMI												
ASN												
BLK	35			24								
HSP	39	44		43	38		53					42
MUL												
PAC												
WHT	52	53		59	66		56					
FRL	40	50	58	46	51	46	50					47

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	52%	53%	-1%	54%	-2%
04	2023 - Spring	56%	57%	-1%	58%	-2%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	65%	53%	12%	50%	15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	59%	57%	2%	59%	0%
04	2023 - Spring	62%	59%	3%	61%	1%
05	2023 - Spring	64%	55%	9%	55%	9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	56%	61%	-5%	51%	5%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

According to PM3 data, our 5th Grade ELA data had the lowest performance at 52%. Contributing factors was a 5th Grade classroom without a teacher for the first half of the year causing a lack of knowledge of the benchmarks, lack of aligned tasks and resources.

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

Although all areas showed improvement from the 2021-2022 School Year to 2022-2023 School Year we were still below the State in Grade 4 ELA by 2% and Grade 5 ELA by 2%, in Grade 5 Science we were below the District by 5%. Contributing factors in science include gaps in teacher practice, as well as a lack of alignment to tasks and resources.

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

Although all areas showed improvement from the 2021-2022 School Year to 2022-2023 School Year we were still below the State in Grade 4 ELA by 2% and Grade 5 ELA by 2%.

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

The greatest improvement was in 5th Grade Math, we improved from 43% to 64%. New actions taken were implementing Interventionist, New Math Curriculum, Departmentalization, and Collaborative Planning.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our two areas of concern are Attendance with a total of 105 students and Substantial Reading Deficiency with a total of 58 students.

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

Our highest priorities are:

- Planning
- MTSS/Problem Solving
- Coaching

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Small Group Instruction**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

At Enterprise Elementary School our Area of Focus is Instructional Practice specifically relating to Small Group Instruction. There is inconsistency with small group resources, data analysis to plan for small group instruction,

Measurable Outcome:

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

By May 2024, in 3rd-5th grade they will score a 60% or higher on PM3 in ELA and score a 62% or higher on PM3 in Math.

Monitoring:

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

Student Practice: Student data will be disaggregated after PM 1 and PM2, as well as after each VBA. This data will be compared to state and district proficiency, as well as growth trends.

Teacher Practice: Weekly the Administrators and Academic Coaches will walk classrooms to collect walk through data. Administration and coaches will attend common planning to monitor for benchmark-aligned planning of tasks.

Coaching Practice: As an Administration Team we will meet weekly with our Academic Coaches to discuss Look-fors, as well as data trends to make adjustments as needed. Data chats will be utilized to determine instructional adjustments to impact student growth.

Person responsible for monitoring outcome:

Elizabeth Johnson (eajohns1@volusia.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Create a master schedule that allows grade levels to plan together collaboratively with the support of administration and academic coaches. Teachers will utilize our planning protocol to plan for small group differentiated instruction.

Person Responsible: Elizabeth Johnson (eajohns1@volusia.k12.fl.us)

By When: Master schedule was created in May 2023, with revisions made in August 2023. Planning will take place ongoing through the 2023-2024 School Year.

During PLC's, Faculty Meeting, and Early Release Professional Development Days teachers will receive training on programs and strategies to utilize during small group instruction: Thinking Maps, Reciprocal Training, Magnetic Reading, Common Lit, Rally Reading, Being A Reader, iReady, Reflex, Penda, etc

Person Responsible: Elizabeth Johnson (eajohns1@volusia.k12.fl.us)

By When: This will be ongoing during the 2023-2024 School Year.

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

Person Responsible: Elizabeth Johnson (eajohns1@volusia.k12.fl.us)

By When: This will be ongoing during the 2023-2024 School Year.

Students will engage in goal setting in the areas of ELA, Math and Science through Data Chats.

Person Responsible: Elizabeth Johnson (eajohns1@volusia.k12.fl.us)

By When: This will be ongoing during the 2023-2024 School Year.

Monitoring fidelity of Tier 2 and Tier 3 interventions through walkthroughs.

Person Responsible: Elizabeth Johnson (eajohns1@volusia.k12.fl.us)

By When: This will be ongoing during the 2023-2024 School Year.

#2. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

- 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 students who are chronically absent from school from % to %.

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 provided to us by our School Social Worker.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 of Early Warning System Data to review student attendance for the 2022-2023 School Year.

Person Responsible: Elizabeth Johnson (eajohns1@volusia.k12.fl.us)

By When: This will be reviewed in August 2023.

Review attendance data every week for students who are chronically absent and look for patterns, as well as provide support through 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..

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

By When: This will be ongoing during the 2023-2024 School Year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Our School Improvement funding allocations will be reviewed with our Administrative Team, School Leaders, as well as our School Advisory Council.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 68% of kindergarten was scoring on or above grade level, 63% of 1st Grade was scoring on or above grade level, 65% of 2nd Grade was scoring on or above grade level.

Grades 3-5: Instructional Practice specifically related 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 67% of 3rd Grade was scoring on or above grade level, 55% of 4th Grade was scoring on or above grade level, 53% of 5th Grade was scoring on or above grade level.

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 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 Measurable Outcomes

Our goal will be to maintain ELA overall proficiency at or above 60%. We will utilize District Unit Assessments, as well as ongoing progress monitoring data from the FAST.

Grades 3-5 Measurable Outcomes

Our goal will be to increase ELA overall proficiency from 57% to 60%. 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

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 impact student achievement outcomes.

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.

Johnson, Elizabeth, eajohns1@volusia.k12.fl.us

Evidence-based Practices/Programs

Description:

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. §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:

Explain the rationale for selecting 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 evidence-based 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 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 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 after school paid 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>Johnson, Elizabeth, eajohns1@volusia.k12.fl.us</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Parents will be notified via School Messenger with a Voicemail, Email, and text message on ways to view our School Improvement Plan on our website. The link to our School Improvement Plan will also be shared on Facebook and Twitter. It will also be available in the Front Office for any parent to review, as well as a table at each school event we host. Finally, we will provide information in our Newsletter that is sent home to all families.

<https://enterprise.vcsedu.org/parents-students/school-advisory-council-sac>

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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 viewpoints before making 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 2023-2024 school year with the

following activities: Storybook Character Day, Science Nights, Light Up Enterprise, Dads and Donuts, Grandparents & Literacy, etc.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

At Enterprise Elementary we will utilize District provided resources to plan for instruction, as well as the planning protocol documents. Teachers will be provided with planning time during Faculty Meetings, PLC's, ERPL's, as well as After School Paid Planning. During the school year we will offer trainings on differentiated instruction so teachers will effectively use Assessment Data to provide small group instruction.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

At Enterprise Elementary we will be working closely with our School Social Worker, Parent Liaison, School Counselor, Mental Health Therapist, and teachers to create opportunities for parents to engage in Curriculum & Social Emotional Learning opportunities that will enhance the educational progress of their children.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

N/A

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Small Group Instruction	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No