

# Enterprise Elementary School



2014-15 School Improvement Plan

## Enterprise Elementary School

211 MAIN ST, Enterprise, FL 32725

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

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

81%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

48%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

B

C

C

C

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. 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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Enterprise Elementary is to support academic achievement and a positive self image in all of our students.

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

Through the individual commitment of all, our students will graduate with the knowledge , skills, and values necessary to be successful contributors to our democratic society.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Yearly mentoring and student leadership programs provide critical components in establishing and maintaining positive relationships between teachers and students on campus. Catalyst Mentoring-Mentors from the community come to the school and meet with targeted students on a weekly basis. They talk to them, eat lunch, or play a game with them, and provide the students with a person to discuss things that may be happening in their lives. Each May, the school has a kindergarten orientation where families come to learn about Enterprise and ask their questions. Teachers and staff are available to answer their questions. Each year, all families are given a copy of the Enterprise Family Handbook.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Teachers work collaboratively with administration in order to develop processes and procedures meant for all students and staff, in all settings, and across campus that promote positive behavior and build a school community based on safety and responsibility. Through cohesive AM and PM supervision duty placements, adults are available for any students who may need assistance. At the beginning of the school year, the school holds a different color drill each day, for one week (Blue, yellow, green, red, and fire) so students and teachers can practice for any emergency. The school has a fire drill once a month for practice. During the first month of school, the School Counselor meets with every class every week at all grade levels to discuss anti-bullying techniques as well as other safety issues. The School Counselor also conducts individual and small group meetings to assist with any student issues that teachers and/or family members report. The School Counselor is also available for any immediate interventions that might arise during the school day.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The processes and and procedures of the school are based on school behavioral data and are taught and reinforced throughout the school year. The first month of school, instead of media, the students attend guidance lessons on anti-bullying.



Teachers show a power point presentation on the Student Code of Conduct to ensure students are familiar with what is in the code of conduct, and what is expected of them. There is a group of teachers that are trained in Non-Violent Crisis Intervention Procedures, and are able to use them in emergency situations as determined by administration. Instructional time is a priority for the administration, and the school as a whole. This is evidenced by school infrastructure regarding parent accountability for absences and tardies, no non essential announcements during the school day, and student misbehavior being handled immediately to keep interruption to academic instruction at a minimal level. .

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Enterprise Elementary offers the following non violence/anti-drug programs:

Catalyst Mentoring

Peer Mediation program

Anti-bullying program

Specialized guidance small groups

Enterprise's school psychologist reviews and dis-aggregates data each 9 weeks on student behavior and/or social emotional issues through the electronic report card. This helps target interventions for individual students or groups of students who may be struggling in the same areas of concern. The school Counselor provides direct and indirect supports to students who are identified through this process.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The school regularly (at least quarterly) accesses the early warning system, which is a specialized report available to all schools. The indicators for the elementary level are:

-over age for grade

-office discipline referrals (at risk if two or more)

-attendance below 90% (regardless if absence is excused or unexcused, or due to out of school suspensions

-year to date suspensions (at risk if one or more)

-number of prior retentions (if one or more)

-level 1 score on statewide, standardized assessments, in English, Language Arts, or Mathematics.

Students with 3 or more of the indicators are identified on the Early Warning System report.

**Provide the following data related to the school's early warning system**

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

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

***The number of students identified by the system as exhibiting two or more early warning indicators:***

Indicator	Grade Level	Total
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Students exhibiting two or more indicators

### **Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

The Early Warning System (EWS) report is used to determine school wide trends which impact the academic performance of students. As a result, indicators that are elevated (attendance below 90%, patterns of office discipline, and suspensions) become the focus of the school wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidenced based interventions are developed to address the areas of concern.

For indicators sensitive to behavior issues, interventions are provided directly and indirectly through collaboration between teachers and administration as well as Guidance, and are aligned with positive behavioral supports.

Regular review of the Early Warning System report enables the school team to determine if interventions are successful in addressing areas of concern (if numbers are not increasing). For students showing difficulties beyond larger systematic issues being addressed by the school through EWS, the student is referred to the Problem Solving Team (PST) and the parent is invited so that academic/behavioral interventions can be developed and monitored.

## **Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

### **Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

#### **Will the school use its PIP to satisfy this question?**

Yes

#### **PIP Link**

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

#### **Description**

### **Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Enterprise Elementary builds and maintains partnerships with the local community, by holding events such as the Enterprise Elementary Community Fair (held during Meet Your Teacher Day), collaborations with business partners to help recognize deserving students, a partnership with the local Rotary Club that provides dictionaries to 3rd graders, a close partnership with Florida United Methodist Children's Home, the Enterprise Preservation Society, the Enterprise Heritage Center & Museum, and others.

## **Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### **School Leadership Team**

#### **Membership**

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

Name	Title
Abernathy, Virginia	Principal
Cox, Pamela	Assistant Principal
Best, Yvette	Instructional Coach
Zeidwig, Catherine	Instructional Coach
Weston, Tiffany	Other
Camacho, Widalis	Other
Gregory, Lynne	Teacher, K-12
Hartsfield, Jill	Teacher, K-12
Henderson, Marge	Teacher, K-12
Hirsch, Tammy	Teacher, K-12
Hough, Geneva	Teacher, K-12
Mahaffey, Kelly	Instructional Coach
McFall-Conte, Michelle	Teacher, ESE
Richmond, Amanda	Teacher, K-12
Schmitt, Kristina	Teacher, ESE
Stiltner, Julie	Teacher, K-12

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The school-based leadership team identifies school based needs and resources (both materials and personnel) to determine how to best support students and teachers. Teacher anecdotal feedback, classroom observations, and student performance data are considered in order to determine priorities and functions of other existing teams such as Literacy Leadership Team, Problem Solving Team, Professional Learning Communities, Safety and Security Team , etc. Principal: provides a common vision for the use of data-based decision-making. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpages and the VCS Problem Solving Team/MTSS (multi tiered system of supports) model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensures that the school's Problem Solving Team (PST) is accessed as needed. Ensures adequate professional development is scheduled for faculty. Supports the school's teachers in the completion of resource mapping (academic & behavior) with focus on standard protocol interventions in order to enhance implementation of ePST/MTSS. Communicates with parents through school newsletters, relevant meetings, and sharing of the parent link of the VCS Problem Solving/Rtl website (under psychological services) in order to address the purpose of PST/MTSS in meeting student needs and to address frequently asked parental questions. In addition, parents are provided info about PST/MTSS at PST Meetings.

School Psychologist: assists school in interpreting individual, class wide, grade level, and school wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problems. Ensures that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on ePST/MTSS, and other.

General Education Teachers: Provides information about core instruction, participates in student data

collection, delivers Tier I instruction/intervention, initiates electronic PST process for students not showing improvement, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching. Encompass Problem Solving/MTSS practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

Academic Coaches: Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Intervention teachers: The intervention teachers provide services to students identified by the previous years FCAT scores. Services provided are in reading, and concentrated on 3rd and 4th graders. Services are concentrated on the areas where the student is the weakest. As the year goes on, if the schedule allows, services will be expanded to math and possibly science.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

#### Title I Part A

Our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation. Programs supported by Title I at Enterprise Elementary include: • Two Academic Coaches for the purpose of comprehensive staff development • Academic Intervention teachers for the purpose of working with identified students • Supplemental materials and supplies needed to close the achievement gap • Supplemental funds for on-going staff development as determined by the results of FCAT data . Parent activities such as Parent to Kids-in English and Spanish (K-2nd and 3rd-5th).

#### Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following: • Academic Assistance through tutoring, and summer

school • Translation Services for parent/teacher conferences • Parental support through parent/kid activity nights and workshops on school success • Migrant Parent Advisory Council (MPAC) • Medical Assistance through referrals to outside community agencies. • Food Assistance through referrals to food assistance programs

#### Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II The district receives federal funds to provide access to Professional Development activities for teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

Title X- Homeless The school works closely with the Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

#### Title VI, Part B

Supplemental Academic Instruction (SAI) The district provides remedial and supplemental instructional resources to students who fail to meet performance levels. Enterprise Elementary utilizes these resources through the following: • During the school day Academic Intervention teachers will assist students in reading and math.

Violence Prevention Programs Enterprise Elementary offers the following non-violence and anti-drug programs: \*Catalyst Student mentoring program \*In School assemblies and programs for the prevention of Bullying and Harassment \*Guidance Lessons for individuals and small group \*Crisis training program \*Suicide prevention program \*Bully proofing curriculum taught by classroom teachers \*Bullyproofing & harassment information included in monthly newsletters \*Teachers and staff trained in bullyproofing curriculum.

Enterprise Elementary offers a variety of nutrition programs including: •Free and Reduced Meal Plan •Wellness Policy School Plan •Nutrition and Wellness classes •Health classes •Personal Fitness classes •Walking/Running Clubs for adults as well as students,

Head Start The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include: •Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school. •Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll. •Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible. •Coordinating the services being provided by Head Start with services in elementary schools. •Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

Enterprise Elementary offers students career awareness opportunities through Junior Achievement programs, guest speakers from business and industry, and field trips to business and industry locations.

### School Advisory Council (SAC)



## Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Michele McFall-Conte	Teacher
Dr. Virginia Abernathy	Principal
Eileen Wright	Education Support Employee
Katrina Hall	Teacher
Thania Cruz	Parent
Lindsey Bass	Parent
Rebecca Dickerson	Parent
Kathleen Northey	Parent
Norma Adamczyk	Business/Community
Terra Lemire	Teacher
Riza Lint	Parent
Riley Nutt	Teacher
K. Beard-FUMCH	Business/Community

## Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

### *Evaluation of last year's school improvement plan*

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. Our school leadership then shared the results with the faculty, as well as the School Advisory Council, to receive their input. Parents and community members were invited to view the plan in the main office.

### *Development of this school improvement plan*

SAC Members learned about our FCAT Data and other related data in our August/September meeting. They discussed the areas of concern and agreed that our writing scores were too low and that some of our subgroups may need additional assistance in reading, math & science. Their suggestions were included in the SIP. A draft of the SIP was sent to SAC members to gather any further input. Their input was addressed either in the SIP or the reason why it did not fit into the SIP.

### *Preparation of the school's annual budget and plan*

The school's annual budget and plan are shared with School Advisory Committee members as well as faculty and staff for input and discussion during the first month of the school year. Updates on the school budget, spending, and progress indicators are shared at monthly SAC meetings.

### ***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

School Improvement funds are allocated through mini-grants based on requests received from faculty and staff who select projects that relate to the support of the School Improvement Plan. Each request is evaluated by SAC and voted on for approval. Of the \$418.62 that was budgeted for SAC, \$176.88 was spent on Scholastic Art Magazines. This grant was applied for by the art teacher. \$98.36 was spent on the book "From Seatwork to Feetwork." This was for the 4th grade team to complete a book study.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Weston, Tiffany	Other
Abernathy, Virginia	Principal
Best, Yvette	Instructional Coach
Camacho, Widalis	Other
Cox, Pamela	Assistant Principal
Gregory, Lynne	Teacher, K-12
Hartsfield, Jill	Teacher, K-12
Henderson, Marge	Teacher, K-12
Hirsch, Tammy	Teacher, K-12
Hough, Geneva	Teacher, K-12
Mahaffey, Kelly	Instructional Coach
McFall-Conte, Michelle	Teacher, ESE
Richmond, Amanda	Teacher, K-12
Schmitt, Kristina	Teacher, ESE
Zeidwig, Catherine	Instructional Coach
Stiltner, Julie	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

The school based Literacy Leadership Team meets as needed throughout the school year. At the first meeting, the team determines the literacy supports available at Enterprise for the school year and what, if any, professional development activities are needed for teachers. The major literacy initiatives will be: a) continuing to implement the Response to Intervention in Reading with kindergarten through fifth grade students during a daily 30 minute intervention time; b) scheduling appropriate professional growth activities to promote best practices in literacy; c) continuing to schedule data reviews in regards to literacy with each grade level team; d) review the use of Thinking Maps as a strategy for increasing literacy for all children; e) continue to implement the use of UNRA(A)VEL as a strategy for increasing literacy for all students; f) continue to implement the literacy "CAFE" as a way to involve students in monitoring their progress on the use of reading strategies in Comprehension, Accuracy, Fluency and Effective vocabulary development; g) expand the use of "The Daily Five" for literacy centers (1) Read to Self; (2) Read to Someone; (3) Listen to Reading; (4) Word Work; (5) Write in response to reading; and h) implement the use of "Write ...from the Beginning" Thinking Maps program, for teaching writing, in grades K - 5th. LLT members participate in the data review with each grade level, share literacy strategies during PLC and faculty meetings and oversee the intervention time for each grade level. This year, the LLT will sponsor: 2 Book Fairs including a family night for

each Book Fair, a Parent Literacy Night, Spelling Bee, and a Young Authors Celebration as well as campus activities for Read Across America, Dr. Seuss Birthday & Literacy Week.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Common Planning time: Professional Learning Communities (PLC), and academic coaching are critical practices that help build positive, collaborative relationships on our campus, among teachers.

Common planning allows teachers to participate in weekly PLC's to regularly review formative & summative assessment data, plan for and adjust their instruction accordingly. When necessary, the PLC's make recommendations for students to begin going through the PST process. Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. PLC's also allow teachers to regularly engage in reflective dialogue to deepen shared language and understanding of instructional practices. Data protocols that are developed in PLC meetings are turned into administration on an as needed basis. The common planning time and weekly PLC meetings allow teachers to meet regularly and share successful lessons and high yield teaching practices.

The use of academic, reading, and math coaches assist with teacher collaboration. Professional development plays an important role in developing instruction to meet student needs and encouraging the collaborative process. Data reviews, combined with administrative walk-throughs provide the leadership of the school with data to identify areas in which additional coaching would be beneficial. The instructional coaches provide side by side coaching to teachers which should enhance instruction.

The literacy leadership team (which includes the instructional coaches), meets on a bi-weekly basis to discuss trends they are seeing in the classroom. This process also provides time to identify exemplary teachers, and gives them the opportunity to receive classroom visitations from teachers who want to learn from them.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

1. School based new teacher program including assistance with Deliberate Practice Plan; peer classroom visits; visits to other schools as needed; meeting with administration to discuss & brainstorm any particular issues that the new teacher may have encountered.
2. School's Master Schedule provides time for collaboration at least one time a week for 45 minutes.
3. Professional development activities will be provided to support teachers with high yield instruction practices in the content areas;
4. Recognition and celebration of teachers through a) Friday Focus; b) monthly teacher parking spot; and c) school news, newsletter, website, marquee.
5. Promotion of Enterprise through college/university contacts.
6. Instructional Coaches support teachers daily in regards to curriculum, instruction, and assessments in content areas as well as Florida Standards.
7. Administrators are responsible for recruiting and retaining highly qualified, certified-in-field, effective teachers for the school.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Each of our new teachers has been paired with the grade level team leader, who has been in that grade level for 3 or more years. The new teachers meet with their grade level partner at least once a week to discuss any issues. The new teachers have a mentor assigned to them by the school district, known as a PAR. The PAR teacher serves as an important portion of the teacher induction program for those new to



Volusia Co. The PAR teacher provides advice to the new teacher on all the domains found in our Volusia System of Empowering Teachers (VSET) (teacher evaluation). The PAR teacher also helps the new teacher in the development of a monitored Deliberate Professional Plan (DPP) and provides support throughout the year in meeting the goals of that growth plan. The PAR teacher provides detailed feedback and support to help the new teacher meet the district's standards and they assess the new teacher's progress.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Enterprise Elementary meets or exceeds the expectations for implementing core instructional programs and use of materials that are aligned to the Florida Standards. Grade level teams create formative and summative assessments to monitor student achievement. School leaders and teachers are given professional development and coaching on the implementation of curriculum maps, resources, and assessments. Professional Learning Communities (PLC's) and coaching help ensure that instruction is aligned to Florida Standards, well paced, engaging and rigorous.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

1. Data meetings to determine where each student is academically from looking at their FAIR scores, reading interim, fluency, etc., along with OPM fluency, Quick Phonics Assessment, etc.
2. Response to Intervention (TEAM time) groups. These groups are determined according to a student's ability in reading. The 30 minutes they spend with that teacher is focused on the student's highest need whether it is phonics, comprehension, etc.
3. STAR tutoring is provided after school for students who previously had a level 1 or 2 on FCAT Reading or Math. The teacher and the STAR tutoring coordinator collaborate on whether the student should receive tutoring in reading or math.
4. The two academic intervention teachers reviewed their caseloads by looking at students who were in the lowest 25% of FCAT scores, or by school assessment data.
5. Grade level teams use the data protocols to develop a plan of action after giving a language arts/math/science interim assessment. From this the teams develop their plan of action for remediation/enrichment.
6. All grade levels have a common planning time that lasts 45 minutes and one day a week is devoted to a PLC for the team to address specific academic and behavioral concerns across the content areas.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 6,480

Wednesday tutoring for ELL students in core subject areas

**Strategy Rationale**

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Abernathy, Virginia, vabernat@volusia.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data is collected by student attendance in after school program and by percentage of mastery of set objectives.

**Strategy:** Summer Program

**Minutes added to school year:** 1,920

Students identified by the teachers and results of state standardized testing are recommended to attend summer reading camp or CSI summer camp, as well as classes for ELL or ESE students.

**Strategy Rationale**

Summer reading programs can help struggling students make achievement gains when they are available to receive an intensive summer reading program.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Abernathy, Virginia, vabernat@volusia.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Reading camp/CSI data is sent back to the classroom teacher. Students in reading camp take a standardized test at the end of reading camp, or complete a reading portfolio, to determine promotion or retention.

**Strategy: Extended School Day**

**Minutes added to school year: 3,840**

Students earning a Level 1 or Level 2 on FCAT Reading or Math receive after school tutoring (STAR) in reading or math 2 days a week.

**Strategy Rationale**

Tutoring can help struggling students to make achievement gains when they are available to receive tutoring in core subjects.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Abernathy, Virginia, vabernat@volusia.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data is collected by attendance of students and mastery of set objectives as determined by computerized tests.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families.

Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.

Kindergarten orientation in May with handouts to families

6th grade counselors visit classrooms in the spring to prepare students for the transition to middle school.

Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible

Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten

Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

**College and Career Readiness**

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

n/a

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

n/a

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

n/a

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

n/a

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** All teachers will implement highly effective teaching instruction aligned to the Florida Standards through the use of explicit teacher questioning and students' written responses across all content areas.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** All teachers will implement highly effective teaching instruction aligned to the Florida Standards through the use of explicit teacher questioning and students' written responses across all content areas. 1a

G046642

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	71.0
ELA/Reading Lowest 25% Gains	72.0
Math Gains	80.0
Math Lowest 25% Gains	87.0
FCAT 2.0 Science Proficiency	63.0

**Resources Available to Support the Goal** 2

- Academic Intervention Teachers
- Successmaker for grades 3-5
- Waterford for grades K-2
- Cpalms
- Close reading training
- Argumentative writing training

**Targeted Barriers to Achieving the Goal** 3

- Not all teachers are trained on how to implement Writing in Response to Reading, Write from the Beginning and Beyond, and argumentative writing
- Need for additional time for teachers to plan more in depth lessons aligned to the Florida Standards
- Students lack grade level writing skills needed to answer the written response questions

**Plan to Monitor Progress Toward G1.** 8

Data to be collected would be evidence of lesson completion to be shared at a PLC meeting

**Person Responsible**

Virginia Abernathy

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

VSET, walk throughs, PLC meeting notes, student samples, data reviews, data from 9 weeks district assessments, patterned after Florida Standards Assessment.

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** All teachers will implement highly effective teaching instruction aligned to the Florida Standards through the use of explicit teacher questioning and students' written responses across all content areas. **1**

 G046642

**G1.B1** Not all teachers are trained on how to implement Writing in Response to Reading, Write from the Beginning and Beyond, and argumentative writing **2**

 B115707

**G1.B1.S1** Academic Coach will provide training during on Write from the Beginning programs and argumentative writing for grades 3-5. **4**

 S127375

### Strategy Rationale

#### Action Step 1 **5**

Academic coaches will provide training on Writing in Response to Reading, argumentative writing, thinking maps and write from the beginning

#### Person Responsible

Yvette Best

#### Schedule

Monthly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

PLC notes, teachers will show evidence of implementation in the classroom, 9 weeks data reviews

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Teachers will share, at a PLC meeting, evidence that Writing across the content areas has been implemented in their classroom, and writing skill improvement will be monitored and charted based on class profile sheets

**Person Responsible**

Virginia Abernathy

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

VSET evaluation, walk throughs, announced and unannounced observations, PLC meeting notes, PLT training, data reviews, administration anecdotal records

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Academic coach can come into the classroom, and coach the teachers on the implementation of Writing in Response to Reading

**Person Responsible**

Yvette Best

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Academic coach logs, PLC meeting notes, data reviews, PLT meeting notes




**G1.B2** Need for additional time for teachers to plan more in depth lessons aligned to the Florida Standards

2

 B115708

**G1.B2.S1** Teachers will use PLC time as a time to collaborate on lessons aligned to the Florida Standards

4

 S127376

**Strategy Rationale**

**Action Step 1**

5

Teachers will use PLC time to collaborate on lessons aligned to the Florida Standards

**Person Responsible**

Virginia Abernathy

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

PLC meeting notes, grade level meeting notes, State Mandated Assessments, Volusia Math Test, Volusia Literacy Test, Volusia Science Test

**Plan to Monitor Fidelity of Implementation of G1.B2.S1**

6

Teachers will turn in PLC meeting notes as evidence of collaborative planning on lessons aligned to the Florida Standards

**Person Responsible**

Virginia Abernathy

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

PLC meeting notes, grade level meeting notes, VSET, walk throughs-announced and unannounced

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Grade levels will turn in PLC meeting notes to show they are planning together lessons that are aligned to the Florida Standards

**Person Responsible**

Virginia Abernathy

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

PLC meeting notes, grade level meeting notes, VSET walk throughs-announced and unannounced, data review

**G1.B3 Students lack grade level writing skills needed to answer the written response questions** 2

 B115709

**G1.B3.S1** Teachers will implement the appropriate writing program to ensure their students have the needed skills to answer written response questions. 4

 S127377

**Strategy Rationale**

**Action Step 1** 5

Teachers will use available resources to ensure their students have the writing skills needed to answer written response questions.

**Person Responsible**

Virginia Abernathy

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

PLC meeting notes, VSET, walk throughs, data review

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Teachers will share students' writing work, across the content areas, at PLC meetings

**Person Responsible**

Virginia Abernathy

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

PLC meeting notes, student work samples, data review

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Teachers will share samples of student written work across the content areas, at PLC meetings

**Person Responsible**

Virginia Abernathy

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

PLC meeting notes, VSET, walk throughs, data review

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Academic coaches will provide training on Writing in Response to Reading, argumentative writing, thinking maps and write from the beginning	Best, Yvette	8/18/2014	PLC notes, teachers will show evidence of implementation in the classroom, 9 weeks data reviews	6/5/2015 monthly
G1.B2.S1.A1	Teachers will use PLC time to collaborate on lessons aligned to the Florida Standards	Abernathy, Virginia	8/18/2014	PLC meeting notes, grade level meeting notes, State Mandated Assessments, Volusia Math Test, Volusia Literacy Test, Volusia Science Test	6/5/2015 monthly
G1.B3.S1.A1	Teachers will use available resources to ensure their students have the writing skills needed to answer written response questions.	Abernathy, Virginia	8/18/2014	PLC meeting notes, VSET, walk throughs, data review	6/5/2015 monthly
G1.MA1	Data to be collected would be evidence of lesson completion to be shared at a PLC meeting	Abernathy, Virginia	8/18/2014	VSET, walk throughs, PLC meeting notes, student samples, data reviews, data from 9 weeks district assessments, patterned after Florida Standards Assessment.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Academic coach can come into the classroom, and coach the teachers on the implementation of Writing in Response to Reading	Best, Yvette	8/18/2014	Academic coach logs, PLC meeting notes, data reviews, PLT meeting notes	6/5/2015 monthly
G1.B1.S1.MA1	Teachers will share, at a PLC meeting, evidence that Writing across the content areas has been implemented in their classroom, and writing skill improvement will be monitored and charted based on class profile sheets	Abernathy, Virginia	8/18/2014	VSET evaluation, walk throughs, announced and unannounced observations, PLC meeting notes, PLT training, data reviews, administration anecdotal records	6/5/2015 monthly
G1.B2.S1.MA1	Grade levels will turn in PLC meeting notes to show they are planning together lessons that are aligned to the Florida Standards	Abernathy, Virginia	8/18/2014	PLC meeting notes, grade level meeting notes, VSET walk throughs-announced and unannounced, data review	6/5/2015 monthly
G1.B2.S1.MA1	Teachers will turn in PLC meeting notes as evidence of collaborative planning on lessons aligned to the Florida Standards	Abernathy, Virginia	8/18/2014	PLC meeting notes, grade level meeting notes, VSET, walk throughs-announced and unannounced	6/5/2015 monthly
G1.B3.S1.MA1	Teachers will share samples of student written work across the content areas, at PLC meetings	Abernathy, Virginia	8/18/2014	PLC meeting notes, VSET, walk throughs, data review	6/5/2015 monthly
G1.B3.S1.MA1	Teachers will share students' writing work, across the content areas, at PLC meetings	Abernathy, Virginia	8/18/2014	PLC meeting notes, student work samples, data review	6/5/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** All teachers will implement highly effective teaching instruction aligned to the Florida Standards through the use of explicit teacher questioning and students' written responses across all content areas.

**G1.B1** Not all teachers are trained on how to implement Writing in Response to Reading, Write from the Beginning and Beyond, and argumentative writing

**G1.B1.S1** Academic Coach will provide training during on Write from the Beginning programs and argumentative writing for grades 3-5.

### PD Opportunity 1

Academic coaches will provide training on Writing in Response to Reading, argumentative writing, thinking maps and write from the beginning

#### Facilitator

Yvette Best

#### Participants

Teachers at Enterprise who have not been trained in these programs

#### Schedule

Monthly, from 8/18/2014 to 6/5/2015

**G1.B3** Students lack grade level writing skills needed to answer the written response questions

**G1.B3.S1** Teachers will implement the appropriate writing program to ensure their students have the needed skills to answer written response questions.

### PD Opportunity 1

Teachers will use available resources to ensure their students have the writing skills needed to answer written response questions.

#### Facilitator

Yvette Best

#### Participants

Teachers who have not been trained in any of the programs that assist in writing in the content areas.

#### Schedule

Monthly, from 8/18/2014 to 6/5/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> All teachers will implement highly effective teaching instruction aligned to the Florida Standards through the use of explicit teacher questioning and students' written responses across all content areas.	3,500
<b>Grand Total</b>	<b>3,500</b>

**Goal 1: All teachers will implement highly effective teaching instruction aligned to the Florida Standards through the use of explicit teacher questioning and students' written responses across all content areas.**

Description	Source	Total
<b>B1.S1.A1</b> - Training for teachers for Write from the Beginning, Argumentative writing, Thinking maps, SIPPS, Close reading, and Writing in Response to Literature.	General Fund	3,500
<b>Total Goal 1</b>		<b>3,500</b>