FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ENSLEY ELEMENTARY SCHOOL

District Name: Escambia

Principal: Patricia McElfresh

SAC Chair: Roel Ramirez

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/29/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Patricia McElfresh	BA in Physical Education; MA in Educational Leadership	5	17	Ensley Elementary 2011-2012: School Grade: C Ensley Elementary 2010-2011: School Grade: B AYP: 100% Ensley Elementary 2009-2010: School Grade: C AYP: 82% Ensley Elementary: 2008-2009: School Grade: C AYP 87% Ensley Elementary 2007-2008: School Grade: B AYP: 100% Oakcrest Elementary: 2005-2006: School Grade: D AYP: 72%

					Oakcrest Elementary, 2004-2005: School Grade: D AYP: 83% Oakcrest Elementary: 2003-2004: School Grade: F AYP: 93%

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Ensley Elementary will continue to have student Teachers, Assign veteran teachers to experienced teachers new to the school worksite (mentors/buddy). Hire NCLB Highly Qualified Teachers; This year, there are no beginning teachers at Ensley.	Patricia McElfresh	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
100% of all instructors at Ensley Elementary are teaching in-field.	100% of all instructors at Ensley Elementary are teaching in-field.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
31	6.5%(2)	32.3%(10)	38.7%(12)	54.8%(17)	45.2%(14)	132.3%(41)	19.4%(6)	6.5%(2)	67.7%(21)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Tracy Grepke	Christin Kelly	Tracy Grepke teaches 1st grade. Mrs. Kelly will also teach first grade.	Weekly Meetings to discuss instructional strategies
Jill Mealy	Stephanie Stone	Jill Mealy teaches 5th grade. Mrs. Stone will also teach 5th grade.	Weekly meetings to discuss instructional strategies

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Ensley Elementary School receives support through Federal, State, and local programs. Title I funds in the amount of $131,000 are used to provide a Curriculum Coordinator at the school level to support the classroom, provide staff development for teachers,purchase materials for instruction/remediation in the classroom and provide substitutes for parent conferences.

Title I, Part C- Migrant

Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there are 5 Migrant students at Ensley Elementary. We are providing the following services to these students: ESOL services are provided by three ESOL endorsed teachers who have the ESOL endorsement on their certificate. Grant money is available to provide extra services for these students.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office.

Title II

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities (inservice education).

Title III

Services for English Language Learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school, Ensley Elementary, is an ESOL Center and we serve 54 children in Grades Kindergarten through fifth grade.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. At Ensley Elementary we have identified 21 homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

SAI monies were reduced and/or eliminated from our school's budget.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnston Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, our district will launch the "Bullying" Reporting website where bullies may be reported anonymously.

Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

Housing Programs

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

Head Start

Ensley is a VPK/Head Start collaborative. We have two VPK/Head Start classrooms with certified teachers and two certified para-professionals. Each classroom has 19 students. This program is overseen by the Title I Prekindergarten Office.

Adult Education

Adult Education evening programs are offered at all our high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

Career and Technical Education

We teach a unit on careers.

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Guidance Counselor/Curriculum Coordinator/ESE teacher/General Ed. teacher/School Psychologist

Curriculum Coordinator: Provide a common vision for the use of data-based decision making, ensures that the school based team is implementing RtI, conducts assessment of RtI skills of the school staff.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design assessment and intervention with individual students. In addition to providing interventions, the guidance counselor refers students to social workers and other community agencies to support the students and families to support the child's academic, emotional, and behavioral and social success. Provide staff development for the staff.

General Education teacher: Provides information about the core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.

ESE teachers: Participates in the Tier process and student data collection to provide support and other strategies to the general education teacher.

Guidance Counselor: identify systematic patterns of the student's needs while working with district personnel to identify appropriate evidence-based interventions and strategies; assists with school screening programs that provide early intervening services for children considered "at risk"; assists with monitoring "at-risk" students, data collection, and data analysis; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in the collection, interpretation, and data analysis of data; facilitates development of

intervention plans; and provides support for intervention fidelity and documentation.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The RtI team will meet once a month to develop and maintain a problem-solving system to bring out the best in our school. The team will review screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Once the data has been shared, the team will identify professional development and resources. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The team will meet monthly to screen data and link that data to instructional decisions and review progress monitoring at the grade level and classroom level. This data will be used to identify students who are at high risk for not meeting benchmarks as well as those students who are meeting/exceeding the benchmarks. Based on the data, the team will identify professional development and resources needed. The RtI team will share this information with the School Leadership Team and School Advisory Council.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data: Florida Assessment for Instruction in Reading (FAIR), Florida Comprehension Assessment Test (FCAT), Go Math!, teacher developed writing assessment, behavior referrals
Progress Monitoring: PMRN,DRA,Go Math!, SRA Imagine It site,
Midyear: FAIR, FCAT Simulation Science Q2, teacher developed writing assessment, Go Math!, FAIR, DRA,behavior referrals

Describe the plan to train staff on MTSS.

Professional development will be provided during the teachers' common planning time, small sessions, pre-school, and teacher work days. The RtI team will also evaluate additional staff Professional Development needs during the RtI Leadership Team meetings.

Describe the plan to support MTSS.

Guidance Counselor will conduct staff development for staff.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The Literacy Leadership Team is known as the Reading Leadership Team at Ensley. The members are
Patricia McElfresh - Principal
Sherry Wright - Curriculum Coordinator
Allison Wendolek-Primary Reading Rep
Hannah Bartl - Kindergarten teacher
Myra Palmer - Media Specialist
Julie Jones - Intermediate Reading Rep
Doreen Wells - ESOL teacher
Kim Cain - first grade teacher

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Reading Leadership Team meets monthly. The team sets the school reading goals for the year, develops strategies, plans professional development, and lists materials/supplies needed for professional development and classrooms to meet the goals.

What will be the major initiatives of the LLT this year?

1. Incorporate daily word study
2. Small Group Instruction using the Beverly Tyner Model
3. Increase independent reading through: Daily Five strategies; book checkout from media center; AR tests.
4. Increase Technology usage for instructional purposes
5. Increase the use of higher order questions

The overall goal is to increase student achievement and raise proficiency levels.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/24/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

The VPK/Head Start program will have two units located on our school campus. We will work with the VPK/Head Start program to provide pre-Kindergarten students an opportunity to visit Kindergarten classrooms and tour the school prior to the end of the year.

The VPK/Head Start students will go to the Media Center every other week for story time.

The VPK/Head Start classes will eat breakfast in the cafeteria the last month of school for a smoother transition to eating in the cafeteria.

The VPK students ride the regular buses and ESE buses as assigned.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Not Applicable

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Not Applicable

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Not applicable

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

Not applicable

PART II: EXPECTED IMPROVEMENTS

Reading Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Ensley Elementary will increase the percent of students achieving proficiency by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, Ensley's percent of students achieving proficiency in reading: 3rd-5th Grades: 48% 3rd grade students: 52% 4th grade students: 46% 5th grade students: 37%	3rd-5th grades: 49%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students are one or more years below grade level in reading	RtI tier process for instruction/intervention Small Group differentiated Instruction AR/STAR Concept Mapping software Intervention time After School Tutoring Recruit mentors/volunteers from our partners in education to work with struggling students.	Classroom Teacher Principal Curriculum Coordinator	RtI team will monitor FAIR results DRA testing	FAIR FCAT STAR Level at end of year DRA placement
2	Reading Comprehension	Beverly Tyner Small Group Differentiated Instruction Higher Order questioning Leveled Readers	Classroom Teacher Principal Curriculum Coordinator	Monitor FAIR results OPM DRA	FAIR FCAT DRA
3	Students who miss reading instruction due to excessive absences and tardies.	Monitor absences and tardies; contact parents; Notes on citizenship calendar	Classroom Teacher Guidance Counselor	Monthly attendance printout from data clerk	End of Year attendance printout
4					

Note: header row lists six columns — the first (number) column is unlabeled.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Ensley Elementary has no students taking the Florida Alternative Assessment test.(FAA)
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Ensley Elementary will increase the percentage of students achieving above proficiency (Levels 4 and 5) by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 Ensley data: 3rd-5th grades: 17% 3rd grade students: 22% 4th grade students: 15% 5th grade students: 14%	3rd-5th grades: 18%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reading Comprehension	Concept Mapping Differentiated Instruction TEAM time AR/STAR Encourage independent reading SRA Imagine It! Inquiry FCAT Explorer	Principal Curiculum Coordinator RtI Team Classroom Teacher	Data Meetings FAIR results; Assessments	FAIR FCAT STAR/AR
2	Students who miss reading instruction due to excessive absences and	Monitor absences and tardies; Contact parents;notes on	Classroom Teacher Guidance Counselor	Monthly Attendance Print out from data clerk	End of Year Attendance Print out

	tardies	citizenship calendar			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Ensley Elementary has no students taking the Florida Alternative Assessment test.(FAA)
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	At Ensley Elementary, the percentage of students making learning gains in reading will be maintained or increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, at Ensley Elementary, 59% of the students made learning gains in reading.	At Ensley Elementary, the percent of students making learning gains in reading will be maintained or increase of 1%.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Some students are one or more years below grade level in reading</td><td>RtI tier process for instruction/intervention FCAT Chats

Differentiated Instruction PD

AR/STAR

Concept Mapping software

Encourage independent reading

After School Tutoring

Recruit more mentors</td><td>Principal

Curriculum Coordinator

RtI Team

Classroom Teacher</td><td>RtI team will review FAIR data
AR/STAR printouts</td><td>FAIR
FCAT
STAR Level at end of year</td></tr>
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		from our partners in education to work with struggling students			
2	Reading Comprehension	Small Group Instruction Independent Reading Higher Order questions written in plan book DRA Testing	Principal Curriculum Coordinator Classroom Teacher	Assessments AR/STAR printouts Monitoring of higher order questions	FCAT FAIR AR/STAR level at end of year DRA level
3	Students with excessive absences and/or tardies that miss part of all of reading instruction	Monitor absences and tardies; Contact parent; Notes on citizenship calendar	Classroom Teacher Guidance Counselor	Monthly attendance printout	End of Year attendance printout
4					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Ensley Elementary has no students taking the Florida Alternative Assessment test.(FAA)
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	At Ensley Elementary, the percentage of students in the lowest 25% making learning gains in reading will be maintained or increase by one percentile point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the percentage of students in the lowest quartile making learning gains was 59%.	At Ensley Elementary, the percentage of students in the lowest 25% making learning gains in reading will be maintained or increase by 1%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Some students are one or more years below	RtI tier process for instruction/intervention	RtI Team Classroom Teacher	RtI team will review FAIR data	FAIR FCAT

1	grade level in reading;	FCAT Chats Differentiated Instruction AR/STAR Concept Mapping software Encourage independent reading After School Tutoring Recruit more mentors from our partners in education to work with struggling students Peer mentors	Principal Curriculum Coordinator	AR/STAR prinouts	STAR Level at end of year DRA level
2	Students who miss reading instruction due to excessive absences and tardies	Monitor absences and tardies; contact parents; Notes on citizenship calendar	Classroom Teacher Guidance Counselor	Monthly attendance printout from data clerk	End of Year attendance printout
3	Reading Comprehension	Small Group Instruction Higher Order questions written in planbook Independent reading	Principal Curriculum Coordinator Classroom Teacher	AR/STAR printouts Check off higher order questions as asked DRA	FAIR FCAT AR/STAR level DRA level
4					

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Ensley Elementary will reduce the achievement gap by 50% over the course of six years. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48	57	61	65	70	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percentage of subgroups making satisfactory progress will increase by 1% in each subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
African American: 34% Hispanic: 33%	African American: 35% Hispanic: 34%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who are reading one or more years below grade level	Small Group differentiated Instruction AR/STAR Concept Mapping software After School Tutoring Recruit mentors/volunteers from our partners in education to work with struggling students.	Classroom Teacher Principal Curriculum Coordinator	FAIR DRA	FCAT 2.0
2					
3	Reading Comprehension	Beverly Tyner Small Group Differentiated Instruction Daily Five Higher Order questioning Leveled Readers Classroom Classroom	Classroom Teacher Principal Curriculum Coordinator	FAIR DRA	FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The percentage of English Language Learners making satisactory progress on FCAT 2.0 reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% of English Language Learners made satisfactory on FCAT 2.0 Reading.	47% of English Language Learners will make satisfactory progress on FCAT 2.0 reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who are reading one or more years below grade level	Small Group differentiated Instruction Imagine Software AR/STAR Recruit mentors/volunteers from our partners in education to work with struggling students.	ESOL Teacher	FAIR DRA	FCAT 2.0
	Reading Comprehension	Imagine Learning software	ESOL Teacher	FAIR DRA	FCAT 2.0 FAIR

2		Higher Order questioning Leveled Readers			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Students with Disabilities will increase the percentage of students making satisfactory progress on FCAT reading 2.0 by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% of Students with Disabilities made satisfactory progress on FCAT 2.0 reading.	23% of Students with Disabilities will make satisfactory progress on FCAT 2.0 reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who are reading one or more years below grade level	Small Group differentiated Instruction AR After School Tutoring Recruit mentors/volunteers from our partners in education to work with struggling students.	Classroom Teacher/ESE Teacher Principal Curriculum Coordinator		FCAT 2.0 FAIR
2					
3	Reading Comprehension	SRA Reading Mastery Higher Order questioning Leveled Readers	Classroom Teacher/ESE teacher Principal Curriculum Coordinator	FAIR	FCAT 2.0 FAIR

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Economically Disadvantaged students will increase the percentage of students scoring at proficiency by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% of Economically Disadvantaged students scored satisfactory on the FCAT 2.0 reading.	48% of Economically Disadvantaged students will score satisfactory on the FCAT 2.0 Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students are one or more years below grade level in reading	RtI tier process for instruction/intervention Small Group differentiated Instruction AR/STAR Concept Mapping software After School Tutoring Recruit mentors/volunteers from our partners in education to work with struggling students.	Classroom Teacher Principal Curriculum Coordinator	DRA testing FAIR STAR Level at end of year	FCAT 2.0 STAR
2					
3	Reading Comprehension	Beverly Tyner Small Group Differentiated Instruction Daily Five Higher Order questioning Leveled Readers	Classroom Teacher Principal Curriculum Coordinator	FAIR OPM STAR	FCAT 2.0 STAR

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	K-5	Reading Reps	Schoolwide	October	Grade Level Forms RLT Team	Principal
Close Reading	K-5	Reading Reps	Schoolwide	October	Grade Level Forms RLT Team	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Comprehension	Comprehension workbooks	Title I money	$1,500.00
Help teachers with curriculum;			

secure resources; plan instruction; provide training and conduct classroom walkthroughs.	Curriculum Coordinator	Title I money	$17,500.00
			Subtotal: $19,000.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase reading comprehension	Imagine Learning	Title I	$1,500.00
			Subtotal: $1,500.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $20,500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The percentage of English Language students who score proficient in Listening/Speaking will increase by 1%.

2012 Current Percent of Students Proficient in listening/speaking:

The percentage of ELL students who scored proficient in Listening/Speaking was 36%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Barrier	Imagine Learning software Differentiated Instruction	ESOL Teachers	CELLA	CELLA

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	The percentage of ELL students scoring proficient in reading on the CELLA will increase by 1%.

2012 Current Percent of Students Proficient in reading:

21% of the students scored proficient in reading on the CELLA.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Barrier	Imagine Learning software Differentiated Instruction	ESOL teacher	CELLA	CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The percentage of ELL students scoring proficient on the CELLA will increase by 1%.
2012 Current Percent of Students Proficient in writing:	
24% of the ELL students scored proficient on the CELLA test.	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Barrier	Imagine Learning software Differentiated Instruction	ESOL teacher	CELLA	CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase language understanding and reading comprehension	Imagine Learning software	Title I	$1,500.00
			Subtotal: $1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00

| | Subtotal: $0.00 |
| | Grand Total: $1,500.00 |

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Ensley Elementary will increase the percentage of students achieving proficiency by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Ensley 2012 data: 3rd-5th: 41% 3rd grade: 48% 4th grade: 30% 5th grade: 46%	3rd-5th grades: 42%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who are one to two years below grade level in math	Instruction/Intervention part of Go Math! Differentiated Instruction Implement small group instruction SOAR web based Go Math! Mentors RtI tier process for instruction/intervention Vocabulary development Use of Manipulatives	Classroom Teachers Principal Curriculum Coordinator	Go Math Reports	FCAT 2.0
2	Knowledge of Basic Math Facts	SOAR web based site Intervention Go Math!	Classroom Teacher	application of basic facts	Go Math EOY assessments FCAT 2.0
3					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Ensley Elementary has no students taking the Florida Alternative Assessment test.(FAA)
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Ensley Elementary will increase the percent of students achieving above proficiency (Levels 4 and 5) by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 data: 3rd-5th: 17% 3rd grade: 19% 4th grade: 17% 5th grade: 13%	3rd-5th grades: 18%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of differentiated instruction	differentiated instruction Assign enrichment activities on Go Math! site	Teachers Principal Curriculum Coordinator	Go Math tests	FCAT 2.0 Go Math! Assessments
2					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Ensley Elementary has no students taking the Florida Alternative Assessment test.(FAA)
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	At Ensley Elementary, the percent of students making learning gains in math will increase or be maintained.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 65% of the students made learning gains.	At Ensley Elementary, the percent of students making learning gains will increase or be maintained.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who are one to two years below grade level in math	Instruction/Intervention part of Go Math! Differentiated Instruction Implement small group instruction SOAR web based Go Math! Mentors RtI tier process for instruction/intervention Vocabulary development Use of Manipulatives	Teachers Principal Curriculum Coordinator	Go Math Reports	FCAT 2.0 Go Math! Assessments
2	Knowledge of Basic Math Facts	SOAR web based site Intervention Go Math!	Classroom Teacher	Application of basic math facts	Go Math EOY assessments FCAT 2.0
3					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Ensley Elementary has no students taking the Florida Alternative Assessment test.(FAA)
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A		N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	At Ensley Elementary, the percentage of students in the lowest 25% making learning gains in math will be maintained or increased by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (28) of the lowest 25% of Ensley students made learning gains in math.	70% or 71% of the lowest quartile will make learning gains in math.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students are one to two years below grade level	Instruction/Intervention part of Go Math! Differentiated Instruction Implement small group instruction SOAR web based Go Math! Intervention Go Math! Mentors Use of manipulatives RtI tier process for instruction/intervention	Classroom Teacher Principal Curriculum Coordinator	Go Math! Assessments	FCAT 2.0 EOY GO Math test
2	Knowledge of Basic Math Facts	SOAR web based site Intervention Go Math	Classroom Teacher	Application of basic math facts	Go Math EOY assessments FCAT 2.0

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Ensley Elementary will reduce the achievement gap by 50% over the course of six years. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	41	47	53	59	65	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	One percent of each subgroup will make satisfactory progress on FCAT 2.0 Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
African American: 30% Hispanic: 17% White: 60%	African American; 31% Hispanic: 18% White: 61%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students are one to two years below grade level.	Intervention Go Math Soar to Success Differentiated Instruction Use of manipulatives Recruit volunteers from Partners in Education to work with students	Classroom Teacher Principal Curriculum Coordinator	FCAT 2.0 Go Math Reports	FCAT 2.0 Go Math Reports
2	Knowledge of Basic Math Facts	Intervention Go Math Soar to Success Worksheets on facts	Classroom Teacher	Application of basic math facts	FCAT 2.0 Go Math Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The percentage of ELL students making satisfactory progress on FCAT 2.0 mathematics will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% of ELL students made satisfactory progress on FCAT 2.0 mathematics.	The percentage of ELL students making satisfactory progress on FCAT 2.0 mathematics will increase by 1%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students are one to two years below grade level. Intervention Go Math	Soar to Success Differentiated Instruction Use of manipulatives	Classroom Teacher Principal Curriculum Coordinator	FCAT 2.0 Go Math Reports	FCAT 2.0 Go Math Reports

		Recruit volunteers from Partners in Education to work with students			
2	Lack of knowledge of basic math facts	Intervention Go Math Soar of Success WEekly worksheets on basic facts	Classroom Teacher	FCAT 2.0 Go Math Reports	FCAT 2.0 Go Math Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percentage of Students with Disabilities making satisfactory progress on FCAT 2.0 mathematics will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% of Students with Disabilities made satisfactory progress on FCAT 2.0 mathematics.	The percentage of Students with Disabilities making satisfactory progress on FCAT 2.0 mathematics will increase by 1%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students are one to two years below grade level. Intervention Go Math	Soar to Success Differentiated Instruction Use of manipulatives Recruit volunteers from Partners in Education to work with students	Classroom Teacher ESE Teacher Principal Curriculum Coordinator	FCAT 2.0 Go Math Reports	FCAT 2.0 Go Math Reports
2	Lack of knowledge of basic math facts	Intervention Go Math Soar to Success Weekly worksheets on basic math facts	Classroom Teacher ESE Teacher	FCAT 2.0 Go Math Reports	FCAT 2.0 Go Math Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The percentage of Economically disadvantaged students making satisfactory progress will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% of Economically Disadvantaged Students made satisfactory progress on FCAT 2.0 mathematics test.	The percentage of Economically disadvantaged students making satisfactory progress will increase by 1%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Some students are one	Intervention Go Math	Classroom Teacher	FCAT 2.0	FCAT 2.0

				Go Math Reports	Go Math Reports
1	to two years below grade level.	Soar to Success Differentiated Instruction Use of manipulatives Recruit volunteers from Partners in Education to work with students	Principal Curriculum Coordinator		
2	Lack of basic math facts.	Intervention Go Math Soar to Success Weekly worksheets on basic math facts	Classroom Teacher	FCAT 2.0 Go Math Reports	FCAT 2.0 Go Math Reports

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	K-5	Mathematics Specialist	Schoolwide	October	Implementation of Common Core in lesson plans	Principal Curriculum Coordinator

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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Help teachers with curriculum; secure resources; plan instruction; provide training and conduct classroom walk throughs	Curriculum Coordinator	Title I Money	$17,500.00
			Subtotal: $17,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $17,500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	At Ensley, the percentage of students proficient on the 2013 Science FCAT will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% of students achieved proficiency(Level 3) in Science.	The percentage of students who will be proficient in science on the 2013 FCAT will increase by 1%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students lack science content knowledge.	science series Kaplan science materials BrainPop, Jr. Safari Montage	Teachers Principal Curriculum Coordinator	Participation in project based learning projects. District science tests	FCAT 2.0 District science tests
2	Students need more real life/hands on science experiences.	Project Based Learning Science Experiments Utilize Science Lab materials	Classroom Teachers Principal Curriculum Coordinator	Project Based Learning finished product	FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Ensley Elementary has no students who take the Florida Alternative Assessment test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define

areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Ensley will increase the percentage of students scoring Levels 4 and 5 in science by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% of students scored Level 4 or higher on the FCAT 2.0 Science test.	5th Grade Science: 18%

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Some students lack science content knowledge.</td><td>science series

Kaplan science materials

BrainPop, Jr.

Safari Montage

Science experiments</td><td>Principal Teachers Curriculum Coordinator</td><td>District science test</td><td>FCAT 2.0

District science tests</td></tr>
<tr><td>2</td><td>Students need more hands-on/real life science experiences.</td><td>Science experiments

Utilize science lab materials</td><td>Classroom Teacher</td><td>Projects

Conducting experiments</td><td>FCAT 2.0</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Ensley Elementary has no students who take the Florida Alternative Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase hands-on science experiments	science lab materials	Science funds	$450.00
Give support and get resources; secure training	Curriculum Coordinator	Title I money	$17,500.00
			Subtotal: $17,950.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase science knowledge	Brainpop, Jr.	Title I	$1,000.00
			Subtotal: $1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $18,950.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	On the 2013 FCAT Writing, Ensley Elementary will increase the percentage of students scoring proficient in writing by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012: 87% of the students scored proficient in writing	On the 2013 FCAT Writing, the percentage of students scoring proficient in writing will increase by 1%.
Problem-Solving Process to Increase Student Achievement	

| | | | Person or | Process Used to | |

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of proficient writing skills	Teacher instruction on writing process Step Up to Writing Process Conferencing with teacher Monthly writing prompts Incorporate writing into all content areas Concentrate more on conventions and grammar	Classroom Teachers Principal Curriculum Coordinator	Monthly Writing Prompt Data	FCAT 2.0 Writing
2	Lack of background experiences	Incorporate writing into all content areas Develop background knowledge through technology; concept mapping	Classroom Teacher	Monthly Writing Prompt data	FCAT 2.0 Writing

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Ensley Elementary has no students that take the Florida Alternative Assessment. (FAA)
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
				Use of strategies		

Step Up to Writing	Writing Schoolwide	Language Arts Rep	Schoolwide	Teacher Planning Days	in classroom Share in community learning groups	Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide support and get resources or secure training	Curriculum Coordinator	Title I money	$17,500.00
		Subtotal: $17,500.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase teacher writing skills based on Common Core Standards	Step Up to Writing	Title I	$1,500.00
		Subtotal: $1,500.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
		Subtotal: $0.00	
		Grand Total: $19,000.00	

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The average daily attendance at Ensley Elementary will increase by .1 percent during the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012, the average daily attendance at Ensley was 94.2 percent.	In 2013, the average daily attendance at Ensley increase by .1 percent.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2012, the number of students with excessive absences (10 or more) was 205.	In 2013, the number of students with excessive absences (10 or more) will be 204 or less.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2012, the number of students with excessive tardies (10 or more) was 117.	In 2013, the number of students with excessive tardies (10 or more) will be 116 or less.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental support Students not wanting to get up to come to school	Parent letter expressing the importance of attendance and being at school on time naming the academic subjects that students are missing out on when they are absent or tardy. Incentives	Principal Guidance Counselor Data Clerk	Guidance Counselor and Data Clerk will monitor the absences/tardies printouts	Absences/Tardies printouts from TERMS

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	At Ensley Elementary, the number of in-school suspensions will remain the same or decrease by 1.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
In 2012, at Ensley Elementary, there were 30 In-School Suspensions.	At Ensley Elementary, the number of in-school suspensions will be remain the same or decrease by 1.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012, there were 19 students who had in-school suspension.	This year, there will be 19 or less students who will have in-school suspension.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012, there were 30 out of school suspensions at Ensley.	This year, there will be the same number of out of school suspensions or one less.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012, there were 19 students who had out of school suspensions at Ensley.	During the 2012-2013 school year, there will be the same number of students or one less suspended during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Parental Support Lack of ownership of behavior	Incentives for improved behavior Citizenship Calendar Counseling with Guidance Counselor Character Education Rules posted around school and in classrooms Parent Conferences	Principal Curriculum Coordinator Guidance Counselor Teachers	Discipline Report from TERMS will be analyzed each month.	TERMS Discipline Report at end of year

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	At Ensley Elementary, there will be 8 or more parental activities for parents to be involved in school activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In 2011-12, Ensley had 8 parental activities for parents to be involved in school activities. Approximately 60% (205) of parents were involved in one or more activities at the school.	For the 2012-2013 school year, Ensley will have 8 or more parental activities for parents to be involved in school activities.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Parents working during	Offer activities at	Principal	feedback from parents	Sign-in sheets

	times activities are offered.	varying times. Get the word out through: School Messenger School Newsletter School Marque	Curriculum Coordinator		
1					

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement, Literacy Nights, Dads Night Out	Supplies and materials	Title I	$500.00
Parent communication	Parent information folders	Title I	$1,000.00
Parent Involvement	Parent Educators	Title I	$11,000.00
			Subtotal: $12,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $12,500.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Teachers will increase technology skills to use with students in the classroom by attending Tech Tuesdays.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of advanced technology skills	Tech Tuesdays workshops	Media Specialist	Learned skills applied in the classroom	Reflection

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Topics vary each week based on needs	Schoolwide	Myra Palmer	Schoolwide	Every Tuesday	Reflections and application in classroom	Principal Curriculum Coordinator

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

N/A Goal:

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Comprehension	Comprehension workbooks	Title I money	$1,500.00
Reading	Help teachers with curriculum; secure resources; plan instruction; provide training and conduct classroom walkthroughs.	Curriculum Coordinator	Title I money	$17,500.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	Help teachers with curriculum; secure resources; plan instruction; provide training and conduct classroom walk throughs	Curriculum Coordinator	Title I Money	$17,500.00
Science	Increase hands-on science experiments	science lab materials	Science funds	$450.00
Science	Give support and get resources; secure training	Curriculum Coordinator	Title I money	$17,500.00
Writing	Provide support and get resources or secure training	Curriculum Coordinator	Title I money	$17,500.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Parent Involvement	Parent Involvement, Literacy Nights, Dads Night Out	Supplies and materials	Title I	$500.00
Parent Involvement	Parent communication	Parent information folders	Title I	$1,000.00
Parent Involvement	Parent Involvement	Parent Educators	Title I	$11,000.00
STEM	N/A	N/A	N/A	$0.00
				Subtotal: $84,450.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase reading comprehension	Imagine Learning	Title I	$1,500.00
CELLA	Increase language understanding and reading comprehension	Imagine Learning software	Title I	$1,500.00
Mathematics	N/A	N/A	N/A	$0.00
Science	Increase science knowledge	Brainpop, Jr.	Title I	$1,000.00
Writing	N/A	N/A	N/A	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Parent Involvement	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
				Subtotal: $4,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	$0.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	N/A	N/A	N/A	$0.00
Science	N/A	N/A	N/A	$0.00
Writing	Increase teacher writing skills based on Common Core Standards	Step Up to Writing	Title I	$1,500.00

Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Parent Involvement	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
				Subtotal: $1,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	$0.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	N/A	N/A	N/A	$0.00
Science	N/A	N/A	N/A	$0.00
Writing	N/A	N/A	N/A	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Parent Involvement	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
				Subtotal: $0.00
				Grand Total: $89,950.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
There are no SAC funds this year.	$0.00

Describe the activities of the School Advisory Council for the upcoming year

The School Advisory Council will meet 8 times during the 2012-2013 school year in order to apply for the Five Star School Award. The SAC helps develop the Title I Parent Involvement Plan and the Title I School Family Compact. The SAC also discusses curriculum needs, updates on use of technology, and budgets. The council will be trained on shared decision making and will give input on budgets, parent involvement activities and curriculum ideas to help raise our school grade. They also discuss school uniform possibilities and develop a plan for school recognition money, is applicable. They also give input on the School Improvement Plan.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Escambia School District ENSLEY ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	68%	78%	48%	269	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	52%			123	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	70% (YES)	60% (YES)			130	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					522	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Escambia School District ENSLEY ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	61%	79%	35%	239	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	58%			117	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	43% (NO)	70% (YES)			113	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					469	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested