

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: ENTERPRISE LEARNING ACADEMY

District Name: Duval

Principal: Sheridan Brown

SAC Chair: Isabelle Ford

Superintendent: Ed Pratt Danals

Date of School Board Approval: November 1, 2012

Last Modified on: 10/6/2012

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	Sheridan Brown	EL. Ed, School Leadership, Principal	5	15	<p>Sheridan Brown served as a school principal in Massachusetts before moving to Florida where she served in district level professional development and technology offices. In Duval County she has served as an assistant principal in a middle school receiving an F.C.A.T. A, an elementary school as Vice Principal receiving an F.C.A.T. A and meeting AYP and as Principal in an elementary school that moved from a C to an A over 4 years, but struggled with making AYP for 3 consecutive years. AYP was met 2009-2010. Enterprise and lost 22 points this past year. The school holds a F.C.A.T. 2.0 C.</p> <p>Reading fell from 74 to 63% -9 Reading Gains gained 61 to 64% +3 Bottom Quartile gained 55-74% +19</p> <p>BQ M 11-12 Math fell from 68 to 52% -16 Math gains fell 62 to 58% -4 Bottom quartile math gains</p>

					fell 66 to 54% -12
Assis Principal	Terry Darby	EL. Ed, School Leadership, Principal	3	8	2012-2013 begins Terry Darby's third year at Enterprise Learning Academy. Previously she served in an administrative role as a Coordinator in the district office of Research, Evaluation, and Testing for two years. Most recently she served as Assistant Principal at the second largest high school in Jacksonville for four years. The school moved from a "B" the first three years to an "A" the last year of her tenure. The school did not make AYP during her four year tenure.

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)
none	none	none			none

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	1. Regular meetings of new teachers with Administration and mentors. 2. Mentor veteran teachers partnered with new teachers. 3. Recruitment F.A.I.R.s and accepting resumes. 4. Soliciting referrals and checking references from district staff, colleagues and former employers in line with DCPS procedures.	Administration, Mentors, Professional Development Facilitator	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
	None

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
47	0.0%(0)	17.0%(8)	57.4%(27)	25.5%(12)	19.1%(9)	100.0%(47)	2.1%(1)	4.3%(2)	21.3%(10)

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
Cheryl Saoud Joan Montano	Donna Pearson LeTonia Shingles	Highly qualified teacher of the year with CET certification	Classroom observations, data for instruction and professional conversation, frequent feedback.

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

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS (Manatees 2 Superhero Studies) Leadership Team. Principal Brown, Assistant Principal Darby, Guidance Counselor Golden, MTSS Instructional Leader Diane Linn, Teachers Harrison, Gammons, Caton, Orellana, Derrick, Scott and Albertson

- Principal/Assistant Principal(s): Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities.
- MTSS Facilitator Linn: Participates on Building Leadership Team; acts as liaison for implementation of MTSS at the school level; receives ongoing RTI training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support MTSS.
- School Counselor Golden: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.
- Select General Education Teachers Harrison, Gammons, Caton, Orellana, Derrick, Scott, Albertson and Gaylor: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/interventions; collaborates with other staff to implement Tier 2 and/or Tier 3 interventions; and collects data bi-weekly for Tier 2 support and weekly for Tier 3 support.

Select Special Education Teachers: Participates in student data collection for Tier 2 and Tier 3; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

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 school-based MTSS Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based MTSS Leadership Team. Tier 2 and Tier 3 instruction are provided by classroom teachers.

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 MTSS Team will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, MTSS Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings. Members of the school-based MTSS Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed. Topics for discussion include, but are not limited to, the following:

- F.C.A.T. 2.0 scores and the lowest 25% and highest 25%
- AYP and subgroups
- Strengths and weaknesses of intensive programs
- Mentoring, tutoring, and other services.
- Interventions and strategies to use for both enrichment and remediation of students during a daily ½ RTI time.

The MTSS/Inclusion Facilitator will provide professional development for the faculty.

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.

- Florida Comprehensive Assessment Test (F.C.A.T. 2.0)
- Curriculum Based Measurements
- Florida Assessment for Instruction in Reading (F.A.I.R.)
- Duval County Interim Assessments
- Duval County Timed Writing Assessments
- Duval County Math/Science Formatives/Summatives
- K-3 Literacy Assessment System
- Diagnostic Reading Assessment (DRA2)
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retentions
- Absences

Midyear data:

- Florida Assessment for Instruction in Reading (F.A.I.R.)
- Diagnostic Reading Assessment (DRA2)
- Duval County Interim Prompts
- Duval County Timed Writing Prompts
- Duval County Math/Science Formatives/Summatives
- Progress Monitoring and Reporting Network (PMRN)
- K-3 Literacy Assessment System

End of year data:

- Florida Assessment for Instruction in Reading (F.A.I.R.)
- Florida Comprehensive Assessment Test (F.C.A.T. 2.0)
- F.C.A.T. 2.0 Writes
- Florida Assessment for Instruction in Reading (F.A.I.R.)
- Diagnostic Reading Assessment (DRA2)

Frequency of required Data Analysis and Action Planning Days:

- Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

Professional development will be offered to MTSS Inclusion Facilitator by district staff. The school-based MTSS/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (i.e. pre-planning, early dismissal, planning days, and faculty meetings). These in-service opportunities will include, but are not limited to, the following:

- Problem Solving Model
- Consensus building
- Positive Behavioral Intervention and Support. District behavioral specialists shared behavioral strategies and plans to assist with students who exhibit poor attention and/or compromised behavior that affects overall academics within the learning environment.
- data-based decision-making to drive instruction
- progress monitoring
- selection and availability of research-based interventions
- tools utilized to identify specific discrepancies in reading.

*MTSS facilitators are available in the mornings and biweekly all-day meetings to discuss with teachers proper MTSS documentation and instructional strategies and support.

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- progress monitoring
- selection and availability of research-based interventions

- tools utilized to identify specific discrepancies in reading.
- *MTSS facilitators are available in the mornings and biweekly all-day meetings to discuss with teachers proper MTSS documentation and instructional strategies and support.

In addition, MTSS learning will be job-embedded and occur during the following:

- Professional Learning Communities
- Classroom Observations
- Collaborative Planning
- Analysis of Student Work
- Book Study
- Lesson Study (Coaching Cycles)

Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

The Enterprise whole school approach means that at Tier 1 or Primary Prevention, all students receive social and academic interventions that are intended to ensure student success. Data-based, decision-making systems are employed by school teams to provide ongoing progress monitoring and to intervene early with any academic and social difficulties a student may experience. Tier 2 or Secondary Prevention is intended to identify and support students who have learning, behavior, or life histories that put them at risk of engaging in more serious problem behavior. Tier 3 or Tertiary Prevention focuses on individualized and intensive plans designed for a smaller number of students who need more support than interventions implemented at primary and secondary prevention levels. School-wide planning teams work closely with school staff using consensus-based strategies to design interventions at each tier.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal Brown, Assistant Principal Darby, Guidance Counselor Golden, MTSS Instructional Leader Diane Linn and grade level teachers: Pazhaniswamy, Kelley, Gammons, Sims, Coston and Luvisi

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

This team meets monthly to implement school improvements goals in literacy and maintain a WIKI with suggested teaching and learning activities. When teachers attend district literacy workshops, information is then taught and shared with all faculty members. Members of the team model lessons, and instructional strategies for teachers, help determine goals and practices with the district READ IT FORWARD JAX, Million Word/25 Book campaign and how to continue to implement explicit vocabulary instruction across all curriculum areas.

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

The major goals will be to increase student achievement in reading and writing, that each child reads 25 books during the year, maintain with fidelity the Houghton Mifflin Reading program, reading across content areas to include Math EnVisions, and Math Investigations, Science and Social Studies, administer and interpret F.A.I.R. and DRA2 data, increase student writing scores, and use computer based programs to enhance writing, grammar and reading skills. Student incentives to maintain momentum in reading will be offered each grading period.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*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.

***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.

***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?

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?

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](#)

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:	In Grades 3 – 5, 35% of students will achieve a Level 3 in reading on the 2013 administration of F.C.A.T. 2.0 Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
29.8% (103 students)	35% (114 students)

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	1.1 Need more consistent differentiated instruction in the classroom.	1.1 Teachers will analyze DRA2 results, previous year's FCAT scores, Houghton Mifflin Benchmark assessments, District Benchmark assessments, and FAIR results for differentiated instruction within the classroom. We will use Marzano's Classroom Instruction That Works during Professional Development time to enhance instruction. Attend Professional Development Wednesdays.	1.1 Shelly Mixon Corrine Barclay Kristyn Pazhniswamy Patrice McConnell Carol Coston, Chair Karen Gaylor Patricia Luvisi Administration	1.1 Teachers will keep documentation of assessments in their Data Analysis Notebook (DAN). Differentiated instruction will be evident in teachers' lesson plans. Gains in assessment will be evident.	1.1 Informal and Formal assessments, anecdotal notes, and differentiated instruction plans.
2	1.2 Varied opportunities for expanding students' vocabulary are needed.	1.2 Implement school wide Word of the Week to expand the vocabulary of students. Teachers will use the Frayer Model, pictures to help students grasp the meaning of words, as well as give synonyms, antonyms, gestures, etc. Teachers will use Vocabulary Readers from Core Reading Series.	1.2 Shelly Mixon Corrine Barclay Kristyn Pazhniswamy Patrice McConnell Carol Coston, Chair Karen Gaylor Patricia Luvisi Administration	1.2 Student will be able to discuss new words they are learning. Student writing contains varied vocabulary. Teachers will give students regular opportunities to practice vocabulary skills through Destination Success, FCAT Explorer and other websites.	1.2 Increase in Vocabulary scores on District Benchmark Assessments, teacher made assessments, and FCAT.
3	1a.1. Students lack of motivation for reading and lack of reading accountability of students.	1a.1. Implement computer program- Accelerated Reader for grades 2-3.	1a.1. Administration and Teachers in grades 2 and 3	1a.1. Students will exhibit greater motivation while increasing comprehension skills.	1a.1. Accelerated Reader reports and data record of 25 books read per student
	1a.2. Core Reading Series does not provide varied opportunities for expanding vocabulary.	1a.2. Implement school wide Word of the Week to expand the vocabulary of students. Teachers will use Frayer Model, pictures to help students	1a.2 Reading Literacy Leadership team.	1a.2. Students will be able to discuss new words they are learning. Student writing contains varied vocabulary.	1a.2. Increase in Vocabulary scores on District Benchmark Assessments, teacher made

4		grasp the meaning of words, as well as give synonyms, antonyms, gestures, etc. Teachers will use Vocabulary Readers from Core Reading Series Teachers and students develop school community around book of month.			assessments, and FCAT 2.0
5	1a.3.Documented low performance on FCAT category Reading Application. Higher percentage on the 2013 FCAT	1a.3. Include literature based lessons to focus on text structure and organizational patterns.	1a.3. Reading Literacy Leadership Team, Classroom teachers	1a.3. Lesson plans, peer observations in classrooms.	1a.3. Increased scores in Reading Application standards on Benchmark Testing, PMAs, and FCAT 2.0 tests.
6	1a4. Need reinforcement of importance of reading and the connection of real life authors.	1 a.4. Host assembly for students who meet their quarterly book goal for the second 9 weeks to meet Marvel Comics artist/author Bob McLeod. He will demonstrate how to draw characters to match stories created.	1a.4. Classroom teachers	1a.4. Reinforcement of importance of reading and writing.	1a.4.Increase in interest in reading. Increase in scores on District Benchmark Assessments, FAIR, teacher made assessments, and FCAT.

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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 reading. Reading Goal #2a:	In Grades 3 – 5, 40% of students will achieve a level 4 or 5 on the 2013 administration of F.C.A.T. 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31.5% (109)	40% (130)

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	2a.2. There is a need for more challenging learning experiences for higher achieving students.	2a.2. Make use of Webb's Depth of knowledge to incorporate higher complexity questions during whole group and small group instruction.	2a.2. Classroom teachers	2a.2 Higher level quality instruction provided to students.	2a.2. Increased in scores for District Benchmark Assessments, FAIR, teacher made assessments, and FCAT.
2	2a.2. There is a need for challenging learning experiences for higher achieving students.	2a.2. Use Webb's Depth of knowledge to incorporate higher complexity questions during whole group and small group instruction.	2a.2. Classroom teachers	2a.2 Higher level quality instruction provided to students.	2a.2. Increase in scores for District Benchmark Assessments, FAIR, and teacher made assessments, and FCAT 2.0.
3	2a.3 Core Reading Series does not provide adequate amounts of nonfiction reading for students	2a.3 Expose students to informational texts encountered in real world.	2a.3 Classroom teachers, administration	2a.3 Teachers will have nonfiction baskets in their classrooms for students to select reading materials. Lesson plans noting nonfiction selections read by teacher and student book bags contain nonfiction material to read.	2a.3 Increase in scores for District Benchmark Assessments, FAIR, and teacher made assessments, and FCAT.

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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 reading. Reading Goal #3a:	Our goal is to increase the percentage of students making learning gains in reading by 12%
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2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (134)	75% (244)

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	3a.1.. The Core Reading Series' use of text complexity for higher students is not rigorous enough as noted in Common Core	3a.1. Incorporate literature circles and Book of Month talks as guided reading to foster deeper conversations about literature. Utilize computer programs such as FCAT Explorer, Florida Achieves, and Destinations.	3a.1. Classroom teachers, LLT	3a.1. Teachers will have nonfiction baskets in their classrooms for students to select reading materials. Lesson plans noting nonfiction selections read by teacher and student book bags contain nonfiction material to read.	3a.1. Pre and post test and students' response questions.
2	3a.2. Lack of parental involvement in students' learning.	3a.2. Host "Ready to Learn Parent Night" monthly to involve parents in their child's literacy development. Sponsored by WJCT and Community Business Partner	3a.2. Parental Involvement Committee, Administration Susan Caton, RTL Facilitator	3a.2. Parental involvement increased in students' literacy development.	3a.2. Increased cores on District Benchmark Assessments, FAIR, teacher made assessments, FCAT 2.0
3	3a.3. Students lack of interest in reading.	3a.3. Host reading celebrations each 9 weeks for students who are reaching their book goals. For students reaching their quarterly book goal they will receive book charms and superhero card to place on the tree for acknowledgement of reaching their goal.	3a.3. Classroom teachers, Administration	3a.3. Students reaching quarterly book goals.	3a.3. Documentation of students reaching their quarterly book goal. Increase in students reaching year end book goal.
4	3a4. Students lack of motivation to read.	3 a 4 Host a Motivational Reading Program with the Jacksonville Sharks-CHUMS	3 a 4. Classroom teachers	3 a 4 Students will be motivated to read.	3 a 4Track number of books read by students.
5	3a 5. Students lack of motivation to read.	3a 5. Implement the Pizza Hut- Boot It Program.	3a 5. Classroom teachers	3a 5. Students will be motivated to read.	3a 5. Students will be motivated to read. 3a 5. Track number of books read by students.

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:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:

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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Our goal is that we will increase the percentage of students in the lowest 25% making learning gains by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (50)	75% (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	4a.1. Students are often discouraged about low performance.	4a.1. Implement a mentoring program matching each student scoring in the lowest 25% with a teacher or staff member that volunteers to be a mentor. The mentor will meet with student(s) for encouragement and accountability. Each mentor may have 1-2 students.	4a.1. Teachers and staff members.	4a.1. Students are more confident readers preparing for college or career.	4a.1. Increase in scores for District Benchmark Assessments, FAIR, and teacher made assessments, and FCAT.
2	4a.2. Need more consistent differentiated instruction in the classroom.	4a.2. Teachers will analyze data carefully (Benchmark, PMAs, FAIR, and Goal Setting charts) to differentiate instruction within the classroom.	4a.2. Classroom teachers, administration	4a.2. Teachers will keep documentation of assessments in their data analysis notebooks. Differentiated instruction will be evident in teachers' lesson plans. Gains in assessment will be evident.	4a.2. Informal and Formal assessments, anecdotal notes, and differentiated instruction plans.
3	4a.2. Need more consistent differentiated instruction in the classroom. 4a.3 Insufficient time to meet with small groups for differentiated instruction.	4a.3. Implement daily School Wide MTSS with a focus on rigorous questioning.	4a.3. Classroom teachers, Administration	4a.3. Teachers keep documentation of groups and skills taught during the MTSS time. During Professional Learning Communities and Grade Level Meeting, documentation of data is reviewed and kept.	4a.3. Increase in scores for District Benchmark Assessments, PMAs, FAIR, and teacher made assessments, and FCAT.

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

Reading Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

5A :

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

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:	Enterprise Learning Academy will work to decrease the number of student ethnicity subgroups not making learning gains in reading. This will occur by differentiating instruction, providing interventions in reading and tracking progress with fidelity.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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White: 37% (19) Black: 37% (15) Hispanic: 0 Asian: 0 American Indian: 0	White: 27% Black: 27% Hispanic: 0 Asian: 0 American Indian: 0
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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	5.B.1. Need more consistent differentiated instruction in the classroom.	5.B.1 Teachers will analyze data carefully (Benchmark, PMAs, FAIR, and Goal Setting charts) to differentiate instruction within the classroom.	5.B.1 Classroom teachers, Administration	5.B.1 Teachers will keep documentation of assessments in their data analysis notebooks. Differentiated instruction will be evident in teachers' lesson plans. Gains in assessment will be evident.	5.B.1 Informal and Formal assessments, anecdotal notes, and differentiated instruction plans.
2	5.B.2 Core Reading Series does not provide adequate amounts of nonfiction reading for students.	5.B.2 Expose students to informational texts encountered in real world. Make connections between prior and new knowledge.	5.B.2 Classroom teachers, administration	5.B.2 Teachers will have nonfiction baskets in their classrooms for students to select reading materials.	5.B.2 Lesson plans noting nonfiction selections read by teacher, student book bags contain nonfiction material to read. Improvement on assessments.

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:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Enterprise Learning Academy will work to decrease the number of students with disabilities not making progress in reading. This will occur by differentiating instruction, providing interventions in reading and tracking progress with fidelity.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (9)	50%

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	5D.1. Students are not reading materials at grade level or of high interest, low vocabulary.	5D.1. Tier I: Determine core instructional needs by reviewing FAIR assessment data for all students. Plan differentiated instruction using evidence-based instruction/interventions within 90 minute reading block. Interactive word walls	5D.1. VE and classroom teachers Investigate use of Mimio Whiteboard Software for interactive learning	5D.1. Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM) Percent of students making adequate progress toward grade level reading.	5D.1. FAIR data will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3. Data will be used to determine benchmark progress and proficiency levels.

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:	Enterprise Learning Academy will work to decrease the number of economically disadvantaged students not making progress in reading. This will occur by differentiating instruction, providing interventions in reading and tracking progress with fidelity.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (31)	46%

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
	5E.1. There is a gap in the literacy exposure of the economically disadvantaged student..	5E.1. Implement Superhero Book Club program for grades 4 and 5 to promote reading	5E.1. Kayla Stroud Laura Gammons Faith Sims	5E.1. Monthly documentation of the group meeting to discuss a particular book.	5E.1. Increase in scores for District Benchmark Assessment, FAIR,

1	enjoyment and literacy development among students. The Book Club will meet once a month during a 30 minute skills block time. The Book Club will be led by a Business Partner or teacher. During this book discussion a focus will be places on questioning using Webb's Depth of Knowledge	Kristyn Pazhaniswamy, chair Carol Coston Elizabeth Parker Trisha Luvisi Navy Volunteers readers	Students are reading more. Teachers see an increase in students' enjoyment of books. Parent feedback and evaluation.	and teacher made assessments, and FCAT. Survey of students and parents.
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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 State Standards	All-Reading	Administration District Coaches	School Wide	Early Dismissal and PD Wednesdays	Implementation of Common Core State Standards	Teachers, administration
Accelerated Reader	All-Reading	Steve Mosher	School Wide Faculty	September 25, 2012	Implementation of Accelerated Reader	Teachers, administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Accelerated Reader to increase student interest and accountability. It will also aid in increasing student comprehension	Computer Program Accelerated Reader	SAC	\$2,000.00
Increase the amount of non-fiction reading materials K-5.	Non-fiction books	SAC	\$1,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Momio Smart Boards	turns a white board into a Smart Board	SAC, PTA, School	\$2,000.00
			Subtotal: \$2,000.00
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
Bob McLeod, artisit/Author visit	Presentation fee	School, PTA	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$6,000.00

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:		NOT APPLICABLE		
2012 Current Percent of Students Proficient in listening/speaking:				
NA				
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				

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:				
2012 Current Percent of Students Proficient in 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
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing. CELLA Goal #3:				
2012 Current Percent of Students Proficient in writing:				

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				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$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

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:	The percentage of students scoring Level 3 on the 2013 FCAT 2.0 Math will increase to 40% of students tested.
2012 Current Level of Performance:	2013 Expected Level of Performance:
107 (30.9%)	40%

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 1a.1. Last year's students in grades 3-5 scored low in Geometry and Measurement on Benchmark and FCAT 2.0.	1a.1. Engaging in measuring activities related to Geometry K-5. Conduct lessons from NCTM website Illuminations http://illuminations.nctm.org/Lessons.aspx Conduct a school wide problem of the week related to geometry and measurement on WELA with problem on Monday and solution posted in cafeteria for teachers and students to check answer accuracy. http://www.insidemathematics.org/index.php/tools-for-teachers/problems-of-the-month Teach Geometry and Measurement earlier in the year before FCAT 2.0 Creating MTSS/FCIM lessons around Geometry and Measurement. Pizza and Practice nights (6 PM) for Students and families in grades K-5, three times a year to share strategies and benchmarks for Geometry and Measurement with parents- 10/23, 1/14, 4/11	1a.1. Administration Classroom Teachers Math Committee: Newberry, Newsome, Sims, Haller, Pearson, Albertson	1a.1. Review lessons plans through On course, discussions in grade level meetings and collaborative planning through PLC. Classroom assessments Assessments in MTSS/FCIM	1a.1. FCAT 2.0 Testmaker scrimmages Florida Achieves Benchmark Data FCAT 2.0 data PMAs
2 1a.2. Students not knowing their basic math facts when entering the next grade level	1a.2. More speed drills in basic facts K-2: Addition and Subtraction speed drills. 3-5: Multiplication and Division speed drills. http://www.powayusd.com/teachers/ldelossantos/math.htm Host a school wide MATH FACTS DAY October 19 with awards for students who meet their basic fact goals.	1a.2. Administration Classroom Teachers Math Committee: Newberry, Newsome, Sims, Haller, Pearson, Albertson Business partners for judges during Multiplication day.	1a.2. Graded time tests Posting a chart to track student's progress with basic facts similar to book goal chart.	1a.2. Benchmark Data FCAT 2.0 data
1a.3. Difficulty in training students to	1a.3. Build Power Questions (Webb's DOK) into all three components of Math Workshop (launch, explore, summarize) to increase cognitive complexity.	1a.3. Classroom Teachers	1a.3. Integrated lessons plans, discussions in	1a.3. FCAT 2.0 Test maker

3	answer questions that require higher level of cognitive complexity.	Teachers attend Academy of Math and share their Questioning strategies with the faculty.	Math Committee: Newberry, Newsome, Sims, Haller, Pearson, Albertson Academy of Math- Newsome - primary	grade level meetings and collaborative planning through PLC. Math journal entries	Florida Achieves Benchmark Data FCAT 2.0 results
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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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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 mathematics. Mathematics Goal # 2a:	The percentage of students scoring Level 4 and 5 on the 2012 FCAT 2.0 Math will increase to 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19.4% (67)	25% (81)

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 2a.1. Consistency and quality of differentiated instruction	2a.1. Integrate enrichment activities in math workshop such as; Destination Success, Gizmos, Higher level center activities, or from Illumination website: http://illuminations.nctm.org/Lessons.aspx Organize an enrichment activity for our higher level thinkers during MTSS.	2a.1. Administration Classroom Teachers Math Committee: Newsome, Newberry, Haller, Pearson, Albertson, Sims	2a.1. Lessons plans, discussions in grade level meetings and collaborative planning through PLC. Assessment in MTSS Teachers that	2a.1. Benchmark Data FCAT 2.0 results

	Incorporate math concepts into resources with art, music and P.E. Full participation in Sunshine Math K-5 Attend Math Conference in Savannah, Georgia Dec. 3rd	Sunshine Math committee: TBA Attending Conference: TBA	attend Math Conference report out on what they learned.	
2	2a.2. Time for grade level and vertical team collaboration 2a.2. During Early Release hold math workshops by districted personal or state-wide personal. During PLC meetings collaborate on math lessons/activities. Designate a Model Math classroom for each grade level for teachers to observe	2a.2 Administration Classroom Teachers Math Committee: Newsome, Newberry, Haller, Pearson, Albertson, Sims Model classroom teachers: K- Newsome, 1st-Ehlinger, 2nd Sims, 3rd 4th Pearson, 5th Hamilton	2a.2. Post collaborative meetings minutes on the ELA WIKI Review lessons plans through Oncourse, discussions in grade level meeting s and collaborative planning through PLC. Artifacts of classroom observations.	2a.2. Common Core Standards Benchmark Data FCAT 2.0 results
3	2a.3 Teachers background Knowledge of Complex Questioning 2a.3 Teachers attended district workshops such as; Academy of Math, Foundations of Math, Math Content for Elementary Teachers, Common Core Topics provided through the Schultz Center Book Study: Common Core Mathematics K-2 by Timothy D.Kanold Visit classrooms to observe how teachers use complex questioning strategies. Attend Math Seminars such as; Building Number Sense in Savannah, Georgia Dec.3	2a.3. Principal/Administrator Classroom Teachers SAC Newberry leads Book study w/Huss, Rivera, Caton, Barnhardt, Newsome, Johnson, Thomas, Soaud, Sims and Mixon Model Classroom teachers: K-Newsome, 1st Ehlinger, 2nd Sims, 3rd , 4th Pearson, 5th Hamilton	2a.3 Teacher s reporting out what they have learned during their workshops Posting learning on WIKI Complex Questionings posted in lesson plans. Teachers that attend Math Conference report out on what they learned.	2a.3 Benchmark Data FCAT 2.0 results

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:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
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:	Our goal is that we will increase the percentage of students making learning gains by 13%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (200)	70% (228)

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	3a.1. Integrating effective strategies into math lessons to move students in mathematics.	3a.1. Creating MTSS for Tier 2 and Tier 3 students in mathematic concepts. Pizza and Practice nights 3-5 three times a year at night for Parents/students to practice math concepts.	3a.1. Classroom teachers Math Committee: Newsome, Newberry, Sims, Haller, Pearson, Albertson	3a.1.Data from MTSS Documentation of volunteer tutoring Documentations/Artifacts from Pizza and Practice night	3a.1. Benchmark Data FCAT 2.0 results
2	3a.2. Having gaps in the standards/pacing schedule from one grade level to the next.	3a.2. Vertical planning meetings with teachers to fill in the gaps and teach the concepts to build on one another.	3a.2. Classroom teachers Math Committee: Newsome, Newberry, Sims, Haller, Pearson, Albertson	3a.2.,Conversations in grade level meetings and collaborative planning through PLC. Post notes on WIKI after vertical meetings	3a.2. Benchmark DATA FCAT 2.0 results Data note posted in ELA WIKI
3	3a.3. Using the Common Core Standards in K-2, NGSS w/Common Core bridge in 3-5.	3a.3.Attend district workshops on Common Core Book Study: Common Core Mathematics K-2 by Timothy D.Kanold Attend Academy of Math district workshops/Use district pacing guide CPALM website Common core website Illumination website Review FCAT 2.0 specs	3a.3. classroom teachers Newberry leads Book study w/Huss, Rivera, Caton, Barnhardt, Newsome, Johnson, Thomas, Saoud, Sims and Mixon Newsome and Hamilton	3a..3. Review lessons plans through Oncourse, discussions in grade level meetings and collaborative planning through PLC. Post Book Study on WIKI Academy of math participates report out during faculty meetings	3a.3. Benchmark DATA FCAT 2.0 results

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Our goal is that we will increase the percentage of students in the lowest 25% making learning gains by 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (26)	75% (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	4a.1. Parent Involvement	4a.1. Pizza and Practice nights 3-5, 3 times a year at night for students and families. Parents/students to practice math concepts. Math tutors work with lowest quartile math students. Sunshine State math Math Olympics Day Night 3-5 Math and FCAT 2.0 parent night 3-5 Navy Seabees Assembly for bottom quartile students	4a.1. Classroom Teachers Sunshine Math and Navy Volunteers Math Committee: Newsome, Newberry, Haller, Pearson, Albertson, Sims 3-5 Math teachers K-5 teachers Navy Volunteers	4a.1. Newsletters /Manatee Roll Documentation of meeting facts on chart posted in classroom Grading of Sunshine State Math/school wide recognition with a ribbon	4a.1. Benchmark Data FCAT 2.0 data
2	4a.2. Motivating students	4a.2. Give awards for knowing basic math facts. Give awards for participating in Sunshine State math Hosting Pizza and Practice Nights and giving personal invitations to our lower 25% students to come attend. Providing technology based programs such as Reflex and Destination Success.	4a.2. Principal/Administrators Classroom Teachers Math Committee: Newsome, Newberry, Haller, Pearson, Albertson, Sims	4a.2. Documentation of meeting facts on chart posted in classroom Posting Sunshine Math winners around school. Tracking attendees of students and parents attending Pizza/Practice Reviewing lesson plans showing grouping of lower 25% using technology.	a.2. Benchmark Data FCAT 2.0 data Reflex results Destination Success results

3	4a.3 Gaps in students learning	4a.3. Creating MTSS for Tier 2 and Tier 3 students in mathematics concepts. FCIM lessons based on students need in mathematics. Make use of Tutors from the Navy Interactive word walls Meeting vertically to fill in the gaps and teach the concepts to build on one another.	4a.3. Principal/Administrators Classroom Teachers Math Committee: Newsome, Newberry, Haller, Pearson, Albertson, Sims Grade level chair	4a.3. Review lessons plans through Oncourse, discussions in grade level meetings and collaborative planning through PLC. Review of MTSS and FCIM lessons Posting notes on WIKI after vertical team meetings.	4a.3. FCAT 2.0 results Benchmark results Tier 2 and 3 data FCIM data
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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 #					
	5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	Enterprise Learning Academy will work to increase the percentage of students making learning gains by differentiating instruction, providing interventions in math and tracking progress with fidelity.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
White: 44% (23) Black: 54% (22) Hispanic: 0 Asian: 0 American Indian: 0	White: 34% Black: 44% Hispanic: Asian: American Indian:				
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	5B.1 Low socio-economic status parental involvement students with learning disabilities	5 B .1. Tier I: Determine core instructional needs by reviewing Envision pre test and data for all students. Plan differentiated instruction using evidence-based instruction/interventions within 60 minute math block.	5 B .1. Classroom teacher, volunteer tutors	5 B .1. Student progress is assessed using envision or "Do the Math" Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated.	5 B.1. Evaluation is based on Envision Math unit assessments, teacher developed tests, STAR Math, and standardized assessments (FCAT and SAT 10).

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	
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satisfactory progress in mathematics. Mathematics Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Enterprise Learning Academy will work to increase the percentage of students making learning gains by differentiating instruction, providing interventions in math and tracking progress with fidelity
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (10)	65%

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	5D.1 Time with non disabled peers	5D.1 Increase time with non disabled peers and increase support in the classroom Interactive words walls	5D.1 VE Teachers Investigate use of Mimio Whiteboard Software for interactive learning	5D.1 Increase time with non disabled peers	5D.1 Classroom assessments and IEPs
2	5D.2 Access to models of math concepts by peers working at or closer to grade level	5D.2 Students will be placed (as indicated by ability) into general education classrooms with an ESE support teacher to aid them in learning and applying skills	5D.2 VE and classroom teachers	5D.2 Student Outcomes	5D.2 Classroom assessments and IEPs

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 mathematics. Mathematics Goal #5E:	In grades 3-5, 60% of all students achieved mastery on 2011 FCAT Mathematics test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

60% (193)			67% (206)		
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	5E.1 High mobility rate Incorporating both Envisions and Math Investigations in lessons	5E. 1 Tier I: Determine core instructional needs by reviewing Envision pre test assessment data for all students. Plan differentiated instruction using evidence-based instruction/interventions within 60 minute math block.	5E.1 Classroom Teachers	5E.1 Student progress is assessed using "Do the math" or Envision assessments receiving Tier 2 supplemental instruction. Percent of students making adequate progress	5E.1 Evaluation is based on Envision Math unit assessments, teacher developed tests, DESTINATIONS SUCCESS, REFLEX Math, and standardized assessments (FCAT and SAT 10). Each student is given a pre and posttest analysis for each chapter. The pretest is used to determine differentiated instruction for each student. Posttests are evaluated and monitored for remediation.

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
Geometry/ measurement Number and operations	K-5	Grade level chairs, Math Lead teacher	PLC, School wide	Every other early release day or PD Wednesdays.	Focus Walks, Wikispaces to share new materials, report out during faculty meetings	Administration, Grade level chair, Math Lead team
Book Study: Common Core Mathematics K-2	K-2	Newberry	K-2 volunteer teachers	2 times during the month from 3:45-4:30	Wikispaces to share new materials, report out during PLC	Newberry heading up Book study Administration and teachers attending book study.
Academy of Math	K-2	Newsome	PLC, school-wide	Once a month	Wikispace to share new materials, report out during PLC and faculty meetings	Newsome for K-2
Using Differentiated Instruction in Math	K-5	FDLRS	K-5 teachers	October and November, 2012	Interactive presentation with modeled classroom lessons	Heinrich Schmitges, FdLRS

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Number Sense and Place value	Play money for K-2	SAC	\$76.00
Pizza and Practice	Paper Flyers, Paper copies for Content Training, Pizza, paper products, drinks	Business Partners	\$380.00
Basic Facts	Awards/Certificates/Incentive	SAC/Business Partners/PTA	\$200.00
			Subtotal: \$656.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
REFLEX MATH	Online math practice	School	\$1,000.00
Mimeo SmartBoards	turns a white board into a smart board for interactive learning	SAC, PTA	\$2,000.00
			Subtotal: \$3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Building Number Sense K-6 Seminar	In Georgia Dec. 3rd, traveling expenses, and cost of seminar.	SAC	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Math through Literature	Mathematics Literature	SAC	\$303.50
			Subtotal: \$303.50
			Grand Total: \$4,159.50

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.		The percentage of students scoring Level 3 on the 2013 FCAT 2.0 Science will increase by 8% to 55%.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
47% (60)		55% (77)			
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
	1a.1. Limited exposure to higher level, more rigorous test questions comparable to the rigor of the 2013 FCAT 2.0.	1a.1. Use assessments from Insight: Use of the new 5th Grade Science Series: Florida Interactive Science by Pearson. Students will use Leveled Science Readers to enrich instruction and comprehension.	1a.1 5th Grade General Education Instructors 5th Grade ESE Instructors Administration Science Leadership Team: K Rivera	1a.1. Review and analysis of Assessment Data to evaluate student comprehension and mastery of Science NGSSS content. MTSS/RTI	1a.1. Student Mastery of NGSSS Science Standards: DCSP Learning Schedule Assessment can be used at the end of each unit to drive instruction.

1			<p>1 Mixon 2 Weaver 3 Jackson 4 Dewald 5 Wilson- Chair</p>		<p>Progress Monitoring Assessments will be used to track mastery of multiple scientific skills, to drive instruction and predict success on the Interim Benchmark Assessments. FCAT 2.0 Test Maker will be used to create class assessments. Florida Achieves Mini NGSSS Assessments. * Gizmo Evaluation Assessments. 2013 FCAT 2.0 Gizmo Interactive Online Lab Simulations and Evaluation Tools.</p>
2	<p>1a.2. Time constraints within the school day at all grade levels.</p>	<p>1a.2. Use the current District Level Learning Schedule in academic lesson planning and instructional focus.. Collaborate with grade level colleagues to create and design meaningful Hands-on activities that challenge students to have a deeper understanding of NGSSS in Science and bridge to Common Core Standards. Use interdisciplinary instructional methods to incorporate Science in reading and literacy, math, health and Non-academic resources: Music, Art, and Physical Education. School-wide use of 5 Es Instructional Science Model during science instruction Morning/Afternoon Science Tutoring by Volunteers, School Volunteers, i.e. NADEP. Extend Scientific Knowledge using Performance Tasks. Teach Student Note-taking Skills</p>	<p>1a.2. 5th Grade General Education Instructors 5th Grade ESE Instructors Administration Science Leadership Team: K Rivera 1 Mixon 2 Weaver 3 Jackson 4 Dewald 5 Wilson- Chair</p>	<p>1a.2 Reviewing and Grading of Student Artifacts Teaching of Scheduled Concepts within designated time-frame as outlined in District Level Learning Schedule. Minimal Student Misconceptions documented in student note-taking and summarizations. *Student completion of lessons designed from collaborative efforts of grade level.</p>	<p>1a.2. Student artifacts, i.e. lab reports, poster projects, mini-science projects, exit tickets. * Invention Convention Project Student Progress Reports and Report Cards.</p>
	<p>1a.3. Limited student understanding and mastery of NGSSS Science prerequisites in grades K-4.</p>	<p>1a.3. Using interdisciplinary strategies which include math and literacy skills to teach science through use of non-fiction text, i.e. Picture Perfect Science, Seeds of Science, Roots of</p>	<p>1a.3. All General Education Instructors All ESE Instructors Administration Science Leadership Team:</p>	<p>1a.3. Review of Fall Interim Benchmark Data by Grades 3-5 Science Instructors. Science Vertical Planning, Conversations and Observations between Grades 3-5 Science</p>	<p>1a.3. Student Mastery of 3rd-4th Grade NGSSS Science Standards tested on the 5th Grade Interim Benchmark</p>

3	<p>Reading, AIMS.</p> <p>Interactive word walls</p> <p>Navy Entomology Lab Assembly</p> <p>Shared accountability of 2013 Science FCAT 2.0 Results by all teachers of science.</p> <p>Use of resources provided by Science Leadership Committee via the WIKI, Science Lab, and other teacher resources, i.e. www.sharemylesson.com</p> <p>School-wide Quarterly Lab Activities per grade level.</p> <p>School-wide usage of Science Journals</p> <p>Science Vocabulary Rich environment through use of Interactive Word Walls.</p> <p>School-wide Invention Convention, STEM Program.</p>	<p>K Rivera</p> <p>1 Mixon</p> <p>2 Weaver</p> <p>3 Jackson</p> <p>4 Dewald</p> <p>5 Wilson- Chair</p> <p>Navy Entomology Lab</p>	<p>Instructors about trends and gaps in student performance on Interim Benchmark Assessment.</p> <p>Focus Walks and Classroom Walkthroughs</p> <p>Review of Student Science Journals.</p> <p>Projects from Resource Classes that infuse Science with the ARTS.</p>	<p>Assessment and Progress Monitoring Assessment.</p> <p>Focus Walks Evaluation Form</p> <p>2013 FCAT 2.0</p>

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:

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</p> <p>Science Goal #1b:</p>	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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:

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.</p> <p>Science Goal #2a:</p>	<p>Our goal is to increase the percentage of students at levels 4 and 5 by 8%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:

12% (18)		20% (25)			
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	2a.1. Minimal Enrichment and Differentiated Instruction of Scientific Concepts.	2a.1. Science-curriculum themed Field trips, i.e. MOSH, UNF Nature Walk, Marine Science Center, STARBASE Program in Physical and Nature of Science. Science Assemblies featuring MAD Scientists, Local Meteorologists, Navy Personnel, Nutritionist/Health Educator, etc. Rock Dig Simulation NASA Traveling Exhibit and NASA Explorer Schools Project. Incorporate Health Lessons through Projects, Assemblies, i.e. Chartwells Good Nutrition and Diet Table Display during lunch. Green Champion Club participation which will include a field trip to a Recycling Plant and enrichment activities through school-wide 3 R programs to promote a Green Earth. *Rainforest Alliance Curriculum. Extended Day Science Activities i.e. Science Club. Family FCAT Science Night Allow select 5th grade students to teach a lesson to a lower grade. to teach a lesson to a lower grade. Navy Pilots and female navigators speak to fifth grade students	2a.1. 5th Grade General Education Instructors 5th Grade ESE Instructors Administration Science Leadership Team: K Rivera 1 Mixon 2 Weaver-Green Champion 3 Jackson 4 Dewald 5 Wilson- Chair Navy Pilot Volunteers	2a.1. Written and Oral Student and Parent Responses Completion of Learning Program Guides and Booklets from Field Trips and Assemblies.	2a.1. Informal Assessments 2013 Science FCAT 2.0 Learning Program Guides and Booklets from Field Trips and Assemblies.

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:

2012 Current Level of Performance:

2013 Expected Level of Performance:

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
Grade 5 NGSSS Science	Grade 5 Teacher	Teacher Representative	Grade 5 Representative	September 17, October 4, November 29, January 10, April 30	Email Reports, WIKI Uploads of Training Notes, Faculty Training and Presentations by Representatives.	Administration School Representatives
New Academy of Science Year 3 on Differentiated Instruction	K-5 Science Teachers	Teacher Representative	Primary and Intermediate Representative	September 26, November 14, January 30, and May 8th	Email Reports, WIKI Uploads of Training Notes, Faculty Training and Presentations by Representatives.	Administration School Representatives
Grades 3-5 Scientific Inquiry	3-5 Science Teachers	Teacher Representative	Primary and Intermediate Representative	September 20, November 1, December 6, January 22, April 25	Email Reports, WIKI Uploads of Training Notes, Faculty Training and Presentations by Representatives.	Administration School Representatives

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
2nd Grade Butterfly Metamorphosis Study Lowest Performing Science FCAT 2.0Performing Content Areas: Physical and Earth Space Science. Plant /Erosion Studies Classroom Library: Non-fiction Text	Pop-up Butterfly Habitat 1 per 2nd Grade Class Mad Scientists Assembly Lecture Series: Meteorologist NASA Traveling Exhibit Starbase Physical Science Program for 2013 Soil 2 School Copies of: What is a Scientist? By Barbara Lehn S is for Scientists By Larry Verstraete What is Science? By Rebecca Kai Dotlich From Caterpillar to Butterfly By Gerald Legg Growing Frogs By Vivian French Kindergarten Resources: Push and Pull by Patricia J. Murphy Push and Pull by Robin Nelson Push and Pull by Gail Saunders-Smith I Fall Down by Vicki Cobb Sun Up Sun Down by Gail Gibbons Make it Change by David Evans Animals Should Definitely Not Wear Clothes by	SAC, School	\$1,011.70

Judi Barrett			
			Subtotal: \$1,011.70
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
Professional Development Training in STEM , NGSSS and Common Core Standards	Atlanta Science Education Conference On November 1-3, 2012	SAC	\$170.00
			Subtotal: \$170.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,181.70

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:	The percentage of students scoring Level 3.0 and higher on the 2013 FCAT Writing will increase to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66 (64.3%)	75%

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	1a.1. Students need motivation to see themselves as writers.	1a.1. Teachers will provide students with the opportunity to publish a class or individual book to be on display at the May PTA meeting.	1a.1. Classroom Teachers Navy Volunteer Journalists visit 4th grade writers	1a.1. Each class or student will have a class or individually published book	1a.1. Increase in scores for District Writing Prompts and FCAT writing scores. Student motivation to write increases.
2	1a.2. Students and Parents need more exposure to work that meets or exceeds the standard.	1a.2. After teachers score students' writing for each District Writing Prompt, teachers will select 1 exemplary piece from their class. Each grade level will compile the 1 exemplary piece from each class to copy and staple into a grade level book. Each class will receive	1a.2. Carol Coston, Chair Cheryl Saoud Deborah Barnhardt Corrine Barclay Patrice McConnell Debbie Reams	1a.2. Students will share their piece either orally or in print for others to learn from and enjoy.	1a.2. Increase in scores for District Writing Prompts and FCAT writing scores.

		a copy of their grade level's book to be read in each class.			
3	1a.3. Students need to be more aware of using correct conventions in their writing.	1a.3. After drafting and revising, students go back to their writing or another child's to check for errors in the conventions of writing, including capital letters, usage and grammar, punctuation, and spelling (i.e. CUPS). The website www.tarheelreader.org can be used as a resource for student writing that needs to be edited for conventions. Teachers may use their own selected website or resource as well.	1a.3. Classroom Teachers	1a.3. Student pieces in portfolio have been edited for conventions. Student work on bulletin boards has been edited.	1a.3. Increase in scores for District Writing Prompts and FCAT writing scores.
4	1a.4. Students struggling with writing need extra instruction.	1a.4. Teachers will offer small group or one on one reteaching to students struggling with writing.	1a.4. Classroom Teachers	1.a.4. Teacher conference notes and/or anecdotal notes show evidence of individualized or small group teaching.	1a.4. Increase in scores for District Writing Prompts and FCAT writing scores
5	1a.5. Students need consistent writing instruction.	1a.5. Teachers will follow the district writing curriculum with fidelity. 1b.5. Teachers in Kindergarten-2nd Grade will use the Common Core Standards for Writing. 1c.5. Teachers in 3rd and 4th grades will use Writer's Workshop for the Common Core as a resource to move students to higher level writing.	1a.5. Classroom Teachers 1.b.5. Classroom Teachers	1.a,b,c.5. Teacher Lesson Plans	1a, b, c. 5. Student writing improves over time.

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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
Book Study on In Pictures and In Words- Teaching the Qualities of Good Writing Through Illustration Study	K-2	Cheryl Saoud	Kindergarten, 1st & 2nd Grade Writing Teachers	2-3 times per month	Implementation of strategies learned in classrooms	Cheryl Saoud
PLC meeting scoring student writing against FCAT Anchor Set Writing Samples, Common Core, State and/or Teacher made Rubrics	K-5	Grade Level Writing Committee Leader	K-5th Grade Teachers	After each District Writing Prompt	Teacher's scoring of writing more aligned with rubrics	Carol Coston, Chair Cheryl Saoud Deborah Barnhardt Corrine Barclay Patrice McConnell Debbie Reams

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers provide students with the opportunity to publish individual and or class books.	In Pictures and In Words- Teaching the Qualities of Good Writing Through Illustration Study by Katie Woodray	SAC, School	\$150.00
Selecting exemplary pieces after each District Writing Prompt to copy and bind in a class book on each grade level.	Copy Paper and Ink Costs	SAC, School	\$100.00
			Subtotal: \$250.00
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: \$250.00

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:	Reduce the number of students with 20 or more absences by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.7% (741)	96% (719)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
87	78
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
16% (132)	12% (91)

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	1.1. Parents not getting students to school. Flu and prolonged illnesses.	1.1. Target and reward identified students who are consistently in good attendance. - Routine cleaning and sanitizing are done by our custodial staff. - Additional sanitizing is done by teachers, if needed, for preventative reasons. - Parents are notified in writing of the school's illness and exclusion policies. Included in these policies are when it is safe and permissible for students to return to school after an illness.	1.1. Ellen Golden, Guidance; Classroom teachers record attendance daily	1.1. Monitor attendance record	1.1. Genesis Reports
2	1.2. Illness	1.2. Target and reward identified students who are consistently not absent.	1.2. Ellen Golden, Guidance; Classroom teachers	1.2. Monitor attendance records	1.2. Genesis Reports
3	1.3. Medical Appointments	1.3. Target and reward identified students who are consistently not absent.	1.3. Ellen Golden, Guidance; Classroom teachers	1.3. Monitor attendance records	1.3. Genesis Reports

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						

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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:	The faculty at Enterprise Learning Academy will work together to keep students in class to learn and work to reduce the number of In-School and Out-of-School Suspensions by1.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
5	7
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

7	6
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
23	22
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
19	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	1.1. Parents not having transportation to pick the children up outside of normal school hours. Sidewalks do not connect to all surrounding neighborhoods and are not supervised after school arrival and dismissal times.	1.1. Hold After-School Detention for students, supervised by teachers and using a set curriculum. Write grade appropriate lesson plans and train faculty.	1.1. Mrs. Darby, Assistant Principal	1.1. Report of monthly Suspension data. Per student report of Suspension data.	1.1. Suspension report pulled monthly. Teacher's feedback on student's improvement in behaviors. SESIR Data School Based Referral Data
2	1.2. Parents not having transportation to drop off or pick up children outside of normal school hours. Sidewalks do not connect to all surrounding neighborhoods and are not supervised on Saturdays.	1.2. Hold In-School Saturday School from 8am-10am, once to twice per month. Supervised by an Administrator and using a set curriculum. Write grade appropriate lesson plans and train faculty.	1.2. Mrs. Darby, Assistant Principal	1.2. Report monthly Suspension data. Per student report of Suspension data.	1.2. Suspension report pulled monthly. Teacher's feedback on student's improvement in behaviors.
3	1.3. Teacher buy-in and participation due to time constraints.	1.3. Promote Positive Referrals across all grade levels. Encourage teachers to complete more positive referrals to allow children who are making good choices more opportunities for recognition. Continue with Manatee of the Month awards	1.3. Mrs. Darby, Assistant Principal. Ms. Linn, SIP Chair.	1.3. Monthly count of Positive Referrals given. Report of monthly Suspension data. Per student report of Suspension data.	1.3. Suspension report pulled monthly. Teacher's feedback on student's improvement in behaviors.
4	1.4 Fidelity to the school-wide program	1.4. Foundations, Second Step, & CHAMPs established/ implemented rituals & routines in all common areas of the school	1.4 Leadership Team Foundations Team Faculty and Staff	1.4 Foundations Observer	1.4 SESIR Data School Based Referral Data
5	1.5 Fidelity to the school-wide behavior program and DCPS Code of Conduct	1.5 Implementation of school wide behavior management plan	1.5 Leadership Team Foundations Team	1.5 Foundations Observer	1.5 SESIR Data School Based Referral Data

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						

Suspension 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 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:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>Parent attendance at school based family activities in 2011-2012 was 50% of the student population. Increase the percentage of parents who attend school based family centered activities from 50% to 55% in 2013. Our goal is to maintain the same percentage of parents that feel welcomed and communicated with at our school.</p> <p>To increase volunteers at our school.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
50% 131 volunteers (8732 hours)	55% 140 volunteers (8900 hours)

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	1.1. Parents without internet access Parents in the workforce unable to volunteer or attend school events	1.1. Bi-weekly newsletter sent via email and posted on web site at enterprise.duvalschools.org CONNECT DUVAL, reverse calls home, websites, and manatee marquee Continued volunteer activities (Field Day, Media Center, Walk to School Day, classrooms, Navy Volunteers for Community Garden) Investigate Navy Tutoring program online at www.soarathome.org Continue to build relational capacity.	1.1. Principal, teachers, PTA, School Advisory Council, Volunteer Coordinator Navy Volunteers Navy Volunteers	1.1. Collect parent participation data at all family centered school based activities. Survey parents. Indicator 19 on the annual School Climate Survey reads: the school provides adequate notification about school events and activities. We want to maintain the positive rating of 94.1% indicating parents are well informed, but not always in attendance at Ready to Learn, Open House, PTA, Curriculum Nights	1.1. School Climate Survey Collect sign in sheets at each school event Collect and record volunteer hours
2	1.2. Lack of attendance at curriculum based nights such as ready to learn, and math practice nights.	1.2. More advertising for curriculum based nights with use of the safety patrols and student council in the mornings and posting notifications in planners, parents	1.2. Teachers, safety patrols leaders, student council leaders.	1.2. Collect parent participation data at all family centered school based activities. Survey parents.	1.2. School Climate Survey Collect sign in sheets at each school event.
3	1.3. Communication with parents	1.3. Parents will review the school-wide AGENDA planner each day, initial and utilize a two-way communication tool with the classroom teacher.	1.3. Classroom teachers	1.3. Classroom teachers will review each students' planner each morning and respond to parents communications as needed	1.3. Teacher anecdotal records Review of Agenda Planners

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
Reading	Pk-2	Ready to Learn	Parents and children Pk-2	Facilitator Bethany Schaeffer will host the program in the Media Center from 6:30-7:30 October 9 November 13 January 8 February 12 March 12 April 9	Evaluations taken by the facilitator at each meeting	Principal Susan Caton, teacher facilitator
Science and Math Events	K-5	Wilson and Newsome	Parents and Students	Fall and Spring	Evaluations taken at each event	Wilson and Newsome

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Agenda Planners for communications home	Daily, yearly, monthly goal setting tool	School	\$5,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,000.00

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:		NOT APPLICABLE		
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
No Data Submitted						

STEM 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 STEM Goal(s)

Additional Goal(s)

SCHOOL SAFETY Goal:

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:

1. SCHOOL SAFETY Goal SCHOOL SAFETY Goal #1:	For the 2012 – 2013 School Year, Enterprise Learning Academy will reduce the number of overall referrals by 5% (10). Our goal is to create a school culture conducive to teaching and learning. For the 2012-2013 School Year, Enterprise Learning Academy will increase student safety awareness (personal recall) with 99% accuracy within the school year.
2012 Current level:	2013 Expected level:
192 2012 Current Level: 95% accuracy Foundations/Champs Survey	182 2013 Expected Goal: 97% accuracy Foundations/Champs Survey

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	1.1 Teacher buy-in to increase positive student behaviors.	1.1. Promote Positive Referrals across all grade levels. Encourage teachers to complete more positive referrals to allow children who are making good choices more opportunities for recognition. Continue with Manatee of the Month awards.	1.1. Mrs. Darby, Assistant Principal, School Safety Committee Linn Harrison, Gammons Caton Orellana Scott Albertson Stevens Golden Kohlbrener	1.1. Monthly count of Positive Referrals given. Report of monthly Suspension data. Per student report of Suspension data..	1.1. Monthly count of Positive Referrals given. Report of monthly Suspension data. Per student report of Suspension data.
2	1.2. Student Buy-In and/or Safety Awareness of appropriate behavior within school setting.	1.2. Promote Monthly Character Trait with the district C.A.T.S. lessons and student recognition with an award for "using the character trait" to be posted on a bulletin board in the front lobby of the school. Names to be recognized during afternoon announcements.	1.2. Classroom teachers	1.2. Monthly count of Positive Referrals given. Report of monthly Suspension data. Per student report of Suspension data.	1.2. Suspension report pulled monthly. Teacher's feedback on student's improvement in behaviors
3	1.3 Teacher adherence to school wide behavior plan and participation to increase proper behavior of all students due to Time Constraints.	1.3. 1.3 "Learning for Life" Guidance Lessons, x1 month on Character Traits For all classroom teachers. Health lessons for good nutrition	1.3. 1.2. Ellen Golden, Guidance Counselor Navy Volunteers	1.3. Monthly count of Positive Referrals given. Report of monthly Suspension data. Per student report of Suspension data.	1.3. Suspension report pulled monthly. Teacher's feedback on student's improvement in behaviors.
	1.4 Anti-bullying assemblies and	1.4 All Classroom teachers, Resource	1.4 Report of monthly suspension data. Per	1.4 Suspension report pulled	1.4 Anti-bullying assemblies within

4	SECOND STEP health lessons within school hours for students in all Grade levels. (Omega-Man)- As well as, information on DCPS website & Champs and enforcing the DCPS Code of Conduct used with fidelity in 100% of all classrooms.	Teachers, and paraprofessionals	student report of suspension data.	monthly. Teacher feedback on student's improvement in behavior. Classroom walk-through and lesson plan check.	school hours for students in all Grade levels. (Omega-Man)- As well as, information on DCPS website & Champs used with fidelity in 100% of all classrooms.
5	1.5 Anti-Bullying and/or any other assemblies in evening for parents and students. Information on school and district website.	1.5 SIP Safety Committee, Administration	1.5 Report of monthly suspension data. Per student report of suspension data.	1.5 Suspension report pulled monthly. Teachers' feedback on student's improvement in behavior.	1.5 Anti-Bullying and/or any other assemblies in evening for parents and students. Evaluations at each event.
6	2.1 Poor student safety awareness	2.1 Educating students of School Wide Safety Plan/Rules. Champs, Bike Rodeo, Walk to School Day, Memos, reminders, school signs, Classroom partnerships.	2.1 All Classroom teachers, Administrative and paraprofessional staff.	2.1 Measured subjectively by teachers. Report of monthly incident/accident reports.	2.1 Per student report of incident/accidents. Foundations/Champs Survey
7	2.2 Student understanding and demonstrating conduct in school-wide behavior plan and DCPS Code of Conduct	2.2 Program used within 100% of classrooms : Foundations/Champs.	2.2 Mrs. Darby, Assistant Principal, S. Brown, Principal & all teachers/staff.	2.2 Student exhibiting CHAMPS strategies within all settings at school.	2.2 CHAMPS posted in all classrooms and hallways.
8	2.3 Parent resistance to walking students to class.	2.3 Morning Routine for students to safely walk to their classroom.	2.3 All teachers and staff.	2.3 Students & parents exhibiting proper expectations.	2.3 Parent and Teacher feedback.
9	2.4 Parent resistance to new afternoon routine PM.	2.4 Afternoon Routine for students to safely walk to their bus, pick-up, walker, bike-rider, and/or extended day	2.4 All teachers and staff.	2. 4 Students & parents exhibiting proper expectations.	2.4 Parent and Teacher feedback.
10	2.5 Student Attendance, Student compliance.	2.5 School-wide Safety Programs: International Walk to School Day, School Safety Week 9/24/12-9/28/12, Pep-Rally, Helmets for Bikers.	2.5 All teachers and staff. Assemblies. Classroom instruction/reinforcement.	2.5 Students exhibiting proper expectations.	2.5 Monthly incident reports.

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
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FOUNDATIONS and CHAMPS Training MTSS/RTI Training	K-5 Team	DCPS	Foundations Team Harrions, KOhlbrenner, Gammons, Linn, Brown	November and May	Present content to all faculty	Linn
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Budget:

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

End of SCHOOL SAFETY Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement Accelerated Reader to increase student interest and accountability. It will also aid in increasing student comprehension	Computer Program Accelerated Reader	SAC	\$2,000.00
Reading	Increase the amount of non-fiction reading materials K-5.	Non-fiction books	SAC	\$1,000.00
CELLA	na	na	na	\$0.00
Mathematics	Number Sense and Place value	Play money for K-2	SAC	\$76.00
Mathematics	Pizza and Practice	Paper Flyers, Paper copies for Content Training, Pizza, paper products, drinks	Business Partners	\$380.00
Mathematics	Basic Facts	Awards/Certificates/Incentive	SAC/Business Partners/PTA	\$200.00
Science	2nd Grade Butterfly Metamorphosis Study Lowest Performing Science FCAT 2.0Performing Content Areas: Physical and Earth Space Science. Plant /Erosion Studies Classroom Library: Non-fiction Text	Pop-up Butterfly Habitat 1 per 2nd Grade Class Mad Scientists Assembly Lecture Series: Meteorologist NASA Traveling Exhibit Starbase Physical Science Program for 2013 Soil 2 School Copies of: What is a Scientist? By Barbara Lehn S is for Scientists By Larry Verstraete What is Science? By Rebecca Kai Dotlich From Caterpillar to Butterfly By Gerald Legg Growing Frogs By Vivian French Kindergarten Resources: Push and Pull by Patricia J. Murphy Push and Pull by Robin Nelson Push and Pull by Gail Saunders-Smith I Fall Down by Vicki Cobb Sun Up Sun Down by Gail Gibbons Make it Change by David Evans Animals Should Definitely Not Wear Clothes by Judi Barrett	SAC, School	\$1,011.70
Writing	Teachers provide students with the opportunity to publish individual and or class books.	In Pictures and In Words-Teaching the Qualities of Good Writing Through Illustration Study by Katie Woodray	SAC, School	\$150.00
Writing	Selecting exemplary pieces after each District Writing Prompt to copy and bind in a class book on each grade level.	Copy Paper and Ink Costs	SAC, School	\$100.00
Attendance	na	na	na	\$0.00
Parent Involvement	Agenda Planners for communications home	Daily, yearly, monthly goal setting tool	School	\$5,000.00
SCHOOL SAFETY	na	na	na	\$0.00
				Subtotal: \$9,917.70
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Momio Smart Boards	turns a white board into a Smart Board	SAC, PTA, School	\$2,000.00
CELLA	na	na	na	\$0.00
Mathematics	REFLEX MATH	Online math practice	School	\$1,000.00
Mathematics	Mimeo SmartBoards	turns a white board into a smart board for interactive learning	SAC, PTA	\$2,000.00
Attendance	na	na	na	\$0.00

Parent Involvement	na	na	na	\$0.00
SCHOOL SAFETY	na	na	na	\$0.00
				Subtotal: \$5,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	na	na	na	\$0.00
Mathematics	Building Number Sense K-6 Seminar	In Georgia Dec. 3rd , traveling expenses, and cost of seminar.	SAC	\$200.00
Science	Professional Development Training in STEM , NGSSS and Common Core Standards	Atlanta Science Education Conference On November 1-3, 2012	SAC	\$170.00
Attendance	na	na	na	\$0.00
Parent Involvement	na	na	na	\$0.00
SCHOOL SAFETY	na	na	na	\$0.00
				Subtotal: \$370.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Bob McLeod, artist/Author visit	Presentation fee	School, PTA	\$1,000.00
Mathematics	Math through Literature	Mathematics Literature	SAC	\$303.50
Attendance	na	na	na	\$0.00
Parent Involvement	na	na	na	\$0.00
SCHOOL SAFETY	na	na	na	\$0.00
				Subtotal: \$1,303.50
				Grand Total: \$16,591.20

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="radio"/> Priority	<input type="radio"/> Focus	<input type="radio"/> Prevent	<input type="radio"/> NA
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Are you a reward school: Yes No

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

[View uploaded file](#) (Uploaded on 9/11/2012)

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
SAC funds are committed to supporting the work of the School Improvement Plan only.	\$12,000.00

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

The School Advisory Council (SAC) has an important function for the success of Enterprise Learning Academy. Listed below are some of the functions of the SAC.

- Participating in planning and monitoring of the school building and grounds
- Initiating activities or programs that generate greater cooperation between the community and the school
- Recommending various support services for the school.
- Reviewing the impact of property development and zoning changes in the vicinity of the school as they relate to safety, welfare and educational opportunities of the students.
- Assisting in the preparation and evaluation of the School Improvement Plan required by Florida Statutes, and annually reviewing, amending or continuing such school improvement plan.
- Assisting in the development of educational goals and objectives.
- Assisting in the preparation of the accreditation report.
- Performing other functions as requested by the principal.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Duval School District ENTERPRISE LEARNING ACADEMY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	68%	62%	57%	261	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	61%	62%			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?	55% (YES)	66% (YES)			121	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					505	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Duval School District ENTERPRISE LEARNING ACADEMY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	68%	73%	53%	271	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	64%	59%			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?	50% (YES)	61% (YES)			111	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					505	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested