

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2011-2012

2011 – 2012 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: ENTERPRISE LEARNING ACADEMY Global Manatee Mission	District Name: Duval County Public Schools
Principal: Sheridan Brown	Superintendent: Ed Pratt-Dannals
SAC Chair: Rosalind Bridges	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

Adequate Yearly Progress (AYP) Trend Data (Use this data to complete Sections 5A-5D of the reading and mathematics goals and Section 3A-3D of the writing goals.)

Florida Comprehensive Assessment Test (FCAT) Trend Data (Use this data to inform the problem-solving process when writing goals.)

Highly Qualified Administrators

List your school’s highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Sheridan L. Brown	EL. Ed, School Leadership, Principal	4	14	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. 2.0 A, an elementary school as Vice Principal receiving an F.C.A.T. 2.0 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 and the

2011-2012 School Improvement Plan (SIP)-Form SIP-1

					school holds a F.C.A.T. 2.0 B.
Assistant Principal	Terry S. Darby	Educational Leadership Elementary Ed (Grades 1-6) School Principal All Levels	2	7	2011-2012 begins Terry Darby's second 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.

Highly Qualified Instructional Coaches

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
	Not Applicable				

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Regular meetings of new teachers with Principal	Principal	Ongoing	
2. Mentor veteran teachers partnered with new teachers	Assistant Principal	Ongoing	
3. Recruitment F.A.I.R.s and accepting resumes	Principal	Ongoing	
4. Soliciting referrals from district staff and colleagues	Principal, Assistant Principal	Ongoing	

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Not Applicable			

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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
47	0	17.0% (8)	57.4% (27)	25.5% (12)	19.1% (9)	100% (47)	2.1% (1)	4.3% (2)	21.3% (10)

Teacher Mentoring Program

Please describe the school’s teacher mentoring program 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

Additional Requirements NOT A TITLE I SCHOOL

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Coordination and Integration-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

Response to Instruction/Intervention (RtI)

2011-2012 School Improvement Plan (SIP)-Form SIP-1

School-Based RtI Team

Identify the school-based RtI Leadership Team.

Principal Brown, Assistant Principal Darby, Guidance Counselor Golden, RtI Instructional Leader Diane Linn, Thomas, Reams, Mixon, Caton, Pazhaniswamy, Coston

- **Principal/Assistant Principal(s):** Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities.
- **RtI Facilitator:** Participates on Building Leadership Team; acts as liaison for implementation of RtI 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 RtI.
- **School Counselor:** 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:** 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 RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?

The school-based RtI 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 RtI Leadership Team. Tier 2 and Tier 3 instruction are provided by classroom teachers.

The SBT 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, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

In addition to the oversight work of the Leadership Team, other building instructional teams (such as professional learning communities, small learning communities, grade level teams, and/or content area teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

- Identifying and analyzing systematic patterns of student need
- Identifying appropriate evidence-based differentiation and intervention strategies
- Implementing and overseeing progress monitoring

2011-2012 School Improvement Plan (SIP)-Form SIP-1

- Analyzing progress monitoring data and determining next steps

Describe the role of the school-based RtI 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?

Members of the school-based RtI 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 RtI/Inclusion Facilitator will provide professional development for the faculty.

RtI Implementation

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

Baseline data:

- Florida 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)

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Describe the plan to train staff on RtI.

Professional development will be offered to RtI/Inclusion Facilitator by district staff. The school-based RtI/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
- data-based decision-making to drive instruction
- progress monitoring
- selection and availability of research-based interventions
- tools utilized to identify specific discrepancies in reading.

In addition, RtI 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.

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, RtI Instructional Leader Diane Linn and grade level representatives: Coston, Marshall, Saoud, Orellana, and Scott of the School Improvement Team for writing and reading.*

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.

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, Math EnVisions, and Math Investigations, 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.

NCLB Public School Choice

- **Notification of School in Need of Improvement (SINI) Status**

Upload a copy of the Notification of SINI Status to Parents in the designated upload link on the "Upload" page.

April 2011

Rule 6A-1.099811

Revised April 29, 2011

2011-2012 School Improvement Plan (SIP)-Form SIP-1

- **Public School Choice with Transportation (CWT) Notification**

Upload a copy of the CWT Notification to Parents in the designated upload link on the “Upload” page.

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the “Upload” page.

****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.

Not a Title I School

****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.

NA

****High Schools Only***

April 2011

Rule 6A-1.099811

Revised April 29, 2011

2011-2012 School Improvement Plan (SIP)-Form SIP-1

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

NA

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?

NA

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.

NA

2011-2012 School Improvement Plan (SIP)-Form SIP-1
PART II: EXPECTED IMPROVEMENTS
Reading Goals

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

READING GOALS			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (FCAT Level 3) in reading			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 <i>Classroom Instruction That Works</i> during Professional Development time to enhance instruction. Attend Professional Development Wednesdays.	1.1 Faith Sims 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.
Reading Goal #1:							
In Grades 3 – 5, 42% of students will achieve a Level 3 in reading on the 2012 administration of F.C.A.T. 2.0 Reading Test.	<u>2011 Current Level of Performance:*</u> 38% (130)	<u>2012 Expected Level of Performance:*</u> 42% (134)					
			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 Faith Sims 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.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading			2.1 Need more integration of literacy instruction within the content areas in order to maintain and increase student engagement.	2.1 Host school wide assembly that incorporates environmental and global understandings through poetry, stories and songs.	2.1 Faith Sims Shelly Mixon Corrine Barclay Kristyn Pazhniswamy Patrice McConnell Carol Coston, Chair	2.1 Reading instruction within the content areas is evident in lesson plans. Higher achieving students are engaged in daily instruction.	2.1 Increase in scores on District Benchmark Assessments, teacher made assessments, and FCAT.
Reading Goal #2:							
In Grades 3 – 5, 40% of students will achieve a level 4	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					

2011-2012 School Improvement Plan (SIP)-Form SIP-1

or 5 on the 2012 administration of F.C.A.T. 2.0 Reading Test.	36% (129)	40% (133)			Karen Gaylor Patricia Luvisi Administration		
			2.2 There is a need for challenging learning experiences for higher achieving students.	2.2 Use Webb's Depth of Knowledge to incorporate higher complexity questions during whole group and small group instruction.	2.2 Faith Sims Shelly Mixon Corrine Barclay Kristyn Pazhniswamy Patrice McConnell Carol Coston, Chair Karen Gaylor Patricia Luvisi Administration	2.2 Higher level quality instruction provided to students.	2.2 Increase in scores on District Benchmark Assessments, 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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Percentage of students making Learning Gains in reading			3.1 Insufficient time to meet with small groups for differentiated instruction.	3.1 Implement daily School wide RTI to promote learning gains for all students.	3.1 Normita Thomas Shelly Mixon Susan Caton Kristyn Pazhniswamy Carol Coston Debbie Reams Diane Linn Ellen Golden Administration	3.1 Teachers keep documentation of groups and skills taught during the RTI time. During Professional Learning Communities and Grade Level Meeting, documentation of data is reviewed and kept.	3.1 Increase in scores for District Benchmark Assessments, FAIR, teacher made assessments, and FCAT.
Reading Goal #3:							
In Grades 3-5, 67% of students will make learning gains as evident on the 2012 FCAT 2.0 Reading Test.	<u>2011 Current Level of Performance:*</u> 61% (222)	<u>2012 Expected Level of Performance:*</u> 67% (247)					
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Percentage of students in Lowest 25% making learning gains in reading			4.1 Students are often discouraged about low performance.	4.1 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 1-3 students.	4.1 Faith Sims Shelly Mixon Corrine Barclay Kristyn Pazhniswamy Carol Coston, Chair Karen Gaylor Patricia Luvisi Patrice McConnell	4.1 Students are more confident workers.	4.1 Increase in scores for District Benchmark Assessments, FAIR, teacher made assessments, and FCAT.
Reading Goal #4:							
In 2012 we expect our lowest 25% of students making learning gains in reading to be 60% on the Reading FCAT 2.0.	<u>2011 Current Level of Performance:*</u> 55% (186)	<u>2012 Expected Level of Performance:*</u> 60% (222)					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

2011-2012 School Improvement Plan (SIP)-Form SIP-1

<p>5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading</p> <p><u>Reading Goal #5A:</u></p>	<p>Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)</p>		<p>5A.1 Need to provide students with opportunities to explore their own as well as other cultures.</p>	<p>5A.1 Implement school wide global learning thematic instruction. Read and explore cultures. End the year with a multicultural fair. Students will develop an appreciation of various cultures through the Mantree Project by Business Partner outreach program.</p>	<p>5A.1 Global Manatee Team Jackie Weaver Jackie VanNagel Jocelyn Farber Cyndee Byerly Tiffany Derrick Sam Corlew Jackie Carneal</p>	<p>5A.1 Students are more global minded and respectful of various cultures.</p>	<p>5A.1 Increase in scores for District Benchmark Assessments, FAIR, teacher made assessments, and FCAT.</p>
<p>In 2012 our expected level of performance for students making Adequate Yearly Progress will be 86%.</p>	<p><u>2011 Current Level of Performance:*</u></p> <p>White:73%(165) Black:64%(124) Hispanic: Asian: American Indian:</p>	<p><u>2012 Expected Level of Performance:*</u></p> <p>White:86%(177) Black:86%(154) Hispanic: Asian: American Indian:</p>					
			<p>5A.2 The amount of nonfiction reading by students is inadequate.</p>	<p>5A.2 Give students regular exposure to informational texts encountered in real world (ex. Websties, magazines, newspapers, e-books, and other nonfiction books) to read during independent reading as well as read alouds by the teacher.</p>	<p>5A.2 Faith Sims Shelly Mixon Corrine Barclay Kristyn Pazhniswamy Patrice McConnell Carol Coston, Chair Karen Gaylor Patricia Luvisi Administration</p>	<p>5A.2 Teachers will have nonfiction baskets in their classrooms for students to select reading materials.</p>	<p>5A.2 Lesson Plans noting nonfiction selections read by teacher, student book bags contain nonfiction material to read, and centers including nonfiction material. Improvement in assessments.</p>
<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 subgroup:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
<p>5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading</p> <p><u>Reading Goal #5B:</u></p>	<p>Reading Goal #5B: English Language Learners (ELL)</p>						
<p>NA</p>	<p><u>2011 Current Level of Performance:*</u></p> <p>N/A</p>	<p><u>2012 Expected Level of Performance:*</u></p> <p>N/A</p>					

2011-2012 School Improvement Plan (SIP)-Form SIP-1

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:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5C:</u>	Reading Goal #5C: Students with Disabilities (SWD)					
	2011 Current Level of Performance:* N/A	2012 Expected Level of Performance:* N/A				
NA						
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:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5D:</u>	Reading Goal #5D: Economically Disadvantaged		5D.1 There is a gap in the literacy exposure for the economically disadvantaged students.	5D.1 Implement BoyzN2 Books and LadiesN2Literacy program to promote reading enjoyment and literacy development among students.	5D.1 Faith Sims Shelly Mixon Corrine Barclay Kristyn Pazhniswamy Patrice McConnell Carol Coston, Chair Karen Gaylor Patricia Luvisi Cynthia Byerly	5D.1 There is regular documentation of the group meeting to discuss books. Students are reading more. Teachers see an increase in students' enjoyment of books.
	In Grades 3 – 5, 86% of students in the subgroup of Economically Disadvantaged Students are expected to make Adequate Yearly Progress in Reading according to the administration of the F.C.A.T. 2.0 Reading Test.	2011 Current Level of Performance:* 64% (193)	2012 Expected Level of Performance:* 86% (241)			

2011-2012 School Improvement Plan (SIP)-Form SIP-1

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RtI Data Clinic	K-5	District RtI Facilitators	Grade level representatives	October 24, 2011 May 22, 2012	Representatives share what was learned with their grade level team	Normita Thomas Shelly Mixon Susan Caton Kristyn Pazhniswamy Carol Coston Debbie Reams Diane Linn Ellen Golden Administration
Individual Teacher Professional Development Plans	K-5	Administration	All Teachers	Year Long	Tracking action research and professional growth in school wide WIKI and Peer Modeling of Lessons	Administration
E-books	K-5	Patricia Luvisi	All Teachers	Early Dismissal Days	Teachers making use of E-books resource	Patricia Luvisi
Book Study of Marzano's book <i>Classroom instruction that Works</i>	K-5	Administration	All Teachers	Quarterly during Professional Development Wednesdays	Teachers using a variety of methods to teach vocabulary	Administration

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
BoyzN2 Books	Incentives for increase in assessment scores and reaching their book goal	SAC	\$200
LadiesN2Literacy	Incentive for increase in assessment scores and reaching their book goal	SAC	\$200
LadiesN2Literacy	Bookbags and books geared toward interest of girls	SAC	\$300
			Subtotal:\$700
Technology			
Strategy	Description of Resources	Funding Source	Amount

2011-2012 School Improvement Plan (SIP)-Form SIP-1

			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$700.00

End of Reading Goals

2011-2012 School Improvement Plan (SIP)-Form SIP-1
Mathematics Goals

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

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (Level 3) in mathematics			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1:			Familiarity with new curriculum resources.	Professional training and exploration of materials.	Principal, Assistant Principal, Math Lead, Classroom Teachers	Review lessons plans through Oncourse, discussions in grade level meetings, and collaborative planning through PLC	Observations, lessons plans, GL and PLC notes, Data notebooks
<i>The percentage of students scoring Level 3 on the 2012 FCAT Math will increase by 4%</i>	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	36% (124)	40% (128)					
			1.2.	1.2.	1.2.	1.2.	1.2.
			Lack of engagement from students.	Incorporating technology: Reflex Math, FCAT Explorer, GIZMOS, Destinations and other web resources. Provide different learning environments for various modalities: centers, kinesthetic activities	Classroom Teachers	Classroom observations and Online performance data	Curriculum assessments
			1.3.	1.3.	1.3.	1.3.	1.3.
			Consistency and quality of differentiated instruction.	School wide RtI, administer diagnostic, providing choice workstations, and implementing guided instruction. Students making A's on their report card will have a tree planted in their honor for our Manatee Project with business partner Fazinni's Coffee & Teas.	Principal, Assistant Principal, Classroom Teachers, Resource Teachers, Intervention Team	Focus walks, collaborative planning through PLC	Pre and post assessments, Benchmarks, Module assessments, Progress Monitoring, FCAT explorer

2011-2012 School Improvement Plan (SIP)-Form SIP-1

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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (Levels 4 and 5) in mathematics Mathematics Goal #2: <i>The percentage of students scoring Level 4 and 5 on the 2012 FCAT Math will increase by 8%.</i>			2.1. Familiarity with new curriculum resources	2.1. Professional training and exploration of materials.	2.1. Principal, Assistant Principal, Math Lead, Classroom Teachers	2.1. Review lessons plans through Oncourse, discussions in grade level meetings, and collaborative planning through PLC	2.1. Observations, lessons plans, GL and PLC notes, Data notebooks
2011 Current Level of Performance:*	2012 Expected Level of Performance:*						
32% (117)	40% (121)						
			2.2. Changes in subcategories on FCAT 2.0	2.2. Teachers utilize CPALMS FCAT 2.0 Item Specs to assure fidelity of instruction with Sunshine State Standards.	2.2. Classroom Teachers	2.2. Classroom assessments, Grade level blitz	2.2. Lesson plans, Data notebooks, Benchmark 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 group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Percentage of students making learning gains in mathematics (excluding 9th grade; learning gains will not be available for this grade) Mathematics Goal #3: <i>Percent of students in grades 3-5 making learning gains in Math on the 2012 FCAT will increase by 4%.</i>			3.1. Lack of parental support	3.1. Will host Breakfast and Benchmarks 3 times per year for parents and community members to provide hands on activities with math Sunshine State Standards, School-wide RtI, Revisit and Reassess strategy groups Use Reflex math software to increase Math Fact fluency.	3.1. Math Committee: Kelley, Newberry, Saoud, Elia, Reams, Faison Classroom teachers, Para professionals, staff	3.1. Match lowest quartile students with appropriate mentors	3.1. Teacher Exit Tickets RtI assessments and documentation
2011 Current Level of Performance:*	2012 Expected Level of Performance:*						
62% (229)	68% (243)						
			3.2. Consistency of vocabulary instruction	3.2. Launch lessons by vocabulary, Use Frayer model or word maps	3.2. Classroom Teachers	3.2. Focus walks and Review lessons in Oncourse	3.2. FCAT 2.0, Benchmark assessments, Classroom 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 group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

2011-2012 School Improvement Plan (SIP)-Form SIP-1

4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:			4.1. Lack of parental support	4.1. Will host Breakfast and Benchmarks 3 times per year for parents and community members to provide hands on activities with math Sunshine State Standards, School-wide RtI, Revisit and Reassess strategy groups Use Reflex math software to increase Math Fact fluency	4.1. Math Committee: Kelley, Newberry, Saoud, Elia, Reams, Faison Classroom teachers, Para professionals, staff	4.1. Match lowest quartile students with appropriate mentors	4.1. Teacher Exit Tickets RtI assessments and documentation
<i>The percentage of students in grades 3-5 in the lowest 25% making learning gains in Math on the 2012 FCAT will increase by 3%</i>	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	66% (243)	69% (252)					
			4.2. Consistency of vocabulary instruction	4.2. Launch lessons by vocabulary, Use Frayer Model or word maps.	4.2 Classroom Teachers	4.2. Focus walks and Review lessons in Oncourse	4.2 FCAT 2.0, Benchmark Assessments, Classroom assessments.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:			5A.1. Lack of parental support	5A.1. Will host Breakfast and Benchmarks 3 times per year for parents and community members to provide hands on activities with math Sunshine State Standards, School-wide RtI, Revisit and Reassess strategy groups Use Reflex math software to increase Math Fact fluency	5A.1. Math Committee Classroom teachers, Para professionals, staff	5A.1. Match lowest quartile students with appropriate mentors	5A.1. Teacher Exit Tickets
<i>In grades 3-5, 56% scored a 3 or higher on 2011 FCAT.</i>	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	White:70%(166) Black:56%(125)	White:86%(177) Black:86%(154)					
			5A.2. Consistency of vocabulary instruction	5A.2. Launch lessons by vocabulary, Use Frayer Model or word maps.	5A.2. Classroom Teachers	5A.2. Focus walks and Review lessons in Oncourse	5A.2. FCAT 2.0, Benchmark Assessments, Classroom 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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:							
English Language Learners (ELL)							

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Mathematics Goal #5B:						
<i>Our school at this time does not have a subgroup of ELL students.</i>	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	N/A	N/A				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics	Mathematics Goal #5C: Students with Disabilities (SWD)					
Mathematics Goal #5C:	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	N/A	N/A				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics	Mathematics Goal #5D: Economically Disadvantaged	5D.1.Lack of parental support	5D.1. Will host Breakfast and Benchmarks 3 times per year for parents and community members to provide hands on activities with math Sunshine State Standards, School-wide RtI, Revisit and Reassess strategy groups Use Reflex math software to increase Math Fact fluency	5D.1. Math Committee: Kelley, Newberry, Saoud, Elia, Reams, Faison Classroom teachers, Para professionals, staff	5D.1. Match lowest quartile students with appropriate mentors	5D.1. Teacher Exit Tickets
<i>In grades 3-5, 60% of all students achieved mastery on 2011 FCAT Mathematics test.</i>	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	60%(193)	67% (206)				

2011-2012 School Improvement Plan (SIP)-Form SIP-1

		5D.2. Consistency of vocabulary instruction	5D.2. Launch lessons by vocabulary, Use Frayer Model or word maps.	5D.2. Classroom Teachers	5D.2. Focus walks and Review lessons in Oncourse	5D.2. FCAT 2.0, Benchmark Assessments, Classroom assessments.
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
enVisions and Math Investigations	K-5	Grade Level Chairs, Math Leads, Teachers	Teachers	Every other early release day or PD Wednesdays.	Focus Walks, Wikispaces to share new materials among faculty	Administration, Grade Level Chairs, Debbie Reams, Cheryl Saoud, Samuel Corlew
One Teacher attending DCPS Math Academy			Marshall- Grade 3			

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Fractions on FCAT 2.0	Giant Magnetic Fraction Circles/Bars Fractions Hands On Teaching Kit	SAC	Giant Magnetic Fraction Circles/Bars- \$34.95 plus S/H x 10 Fractions Hands on Teaching Kit \$79.95 plus S/H x 2 \$600.00
Breakfast and Benchmarks	Paper Flyers, Paper Copies for Content Training	SAC	\$100 for printing costs \$100.00
			Subtotal: \$700.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$700.00

End of Mathematics Goals

2011-2012 School Improvement Plan (SIP)-Form SIP-1
Science Goals

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

SCIENCE GOALS			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (FCAT Level 3) in science			1.1. Teachers not having the content background knowledge and familiarizing themselves with the NGSSS and common core standards.	1.1 A. Teachers attending District Level Science workshops; ex. Academy of Science, B. Have science coaches from the districts come to our school for professional development C. Peer observations; teachers observe science lessons inside the school. D. Use Marzano's <i>Classroom Instruction That Works</i> during Professional Development time to enhance instruction for research based practices known to increase student achievement.. Attend Professional Development Wednesdays.	1.1. Administrators: Mrs. Brown, Mrs. Darby, Science leadership team: K Rivera 1 Huss 2 Caton 3 DeWald 4 Marshall-Chair 5Wilson	1.1. A. Academy of Science training reports to faculty B. School-wide use of 5 e's instructional model C. Data notebooks D. Use of technology i.e. Gizmo, FCAT Explorer, E. Science journals F. Word wall with science words	1.1. A. Fall/Spring Science Interim Benchmark testing B.FCAT test maker with NGSS C. Progressing Monitoring System through district D. Use of Science journals E. Focus Walk F. K-5 Science Performance tasks from District Learning schedule. G. 2011-2012 FCAT
Science Goal #1:							
Exposure to scientific inquiry and use of vocabulary through the 5 E's and activities from the 2011-2012 District Science Learning Schedule will result in 61% of all students achieving a proficiency level 3 and above on the 2012 Science FCAT.	<u>2011 Current Level of Performance:*</u> 39%(43)	<u>2012 Expected Level of Performance:*</u> 61% (71)					
			1.2. Time constraints within the school day	1.2 A. Infusing science content and vocabulary with Reading. i.e. using science level readers during guided reading B. Science based field trip i.e. MOSH, Zoo, Marine Science Center (5 th), corn maze, UNF nature walk, C. School Assemblies i.e. October 13 th , Miracle of Science D. 5 th grade Science Fair E. Purchase of magazines i.e. National Geographic, 2 nd grade has purchased and using as reading centers.	1.2. Administrators: Mrs. Brown, Mrs. Darby, Science leadership team: K Rivera 1 Huss 2 Caton 3 DeWald 4 Marshall-Chair 5Wilson	1.2. A Types of field trips/programs B. School wide lab days in planning	1.2. A. Use of word wall B. Use of science journals, Journaling of field trips, evidence of learning on field trips ie. Marine Science Center booklets C. Showing use of science leveled readers in lesson plans. D. Showing evidence of technology during science lessons

2011-2012 School Improvement Plan (SIP)-Form SIP-1

				<p>ELA students.</p> <p>F. Reduce, Reuse, Recycle Assembly program</p> <p>G. Technology; i.e GIZMOS, How to smile.org, FCAT Explorer</p> <p>H. Have 3,4,5, students teach a lesson to K,1,2, in science lab.</p> <p>I. Having a student from Darnell Cookman who invented a scientific procedure during Black History Month for doctors to come talk to our students.</p>			
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Academy of Science/K-5 Science workshops	K-5 Science teachers	Teacher Representative	Primary and Intermediate Representative	June 2012	WIKI Training Updates on the Science page, Faculty emails and presentations reporting on Professional Development Training	Administrator Science SIP committee Representatives

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Increase 5 th grades Scientific Thinking before FCAT and prepare students for 6 th grade science fair	Science Projects are Elementary by 7-dippity books	SAC	1.75 per book x125 students \$218.75
	National Geographic Magazines	SAC	1.50 per issue x 30 Equals \$45 x 5 grade levels (One class set per grade level) \$225.00
Lack of differentiated Enrichment Activities and Instruction to challenge high performing students and improve their proficiency level to level 4 or 5.	Mad Science Assembly	SAC	300 for a program for whole school \$300.00

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Subtotal: \$743.75			
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 743.75

End of Science Goals

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Writing Goals

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

WRITING GOALS			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing			1.1. Students need more motivation to write.	1.1. Teachers will provide students with the opportunity to publish a class or individual book. Selected student will have the opportunity to read their book at the Volunteer Breakfast.	1.1. Shelly Mixon Corrine Barclay Krystyn Pazhniswamy Patrice McConnell Carol Coston, Chair Karen Gaylor Patricia Luvisi Tassie Faison Parent Involvement Committee	1.1. Each student will have a class or individual published book.	1.1. Increase in scores for District Writing Prompts and FCAT writing scores
Writing Goal #1:							
In grade 4, we expect 94% of our students to achieve a level 3.0 or higher as evidenced on the 2012 FCAT Writing Test.	<u>2011 Current Level of Performance:*</u> 98.5%(127)	<u>2012 Expected Level of Performance:*</u> 94%(120)					
			1.2. Students need more exposure to work that meets or exceeds the standard.	1.2. Teachers will select student writing to publish in the school newsletter as well as on their teacher website. Use Marzano's <i>Classroom Instruction That Works</i> during Professional Development time to enhance instruction. Attend Professional Development Wednesdays.	1.2. Shelly Mixon Corrine Barclay Krystyn Pazhniswamy Patrice McConnell Carol Coston, Chair Karen Gaylor Patricia Luvisi Administration	1.2. With the students' permission, teachers that have work that meets or exceeds standard may submit it to the principal for publishing in the newsletter and publish on their teacher website.	1.2. Increase in scores for District Writing Prompts and FCAT writing scores
						1.3. Teachers need more experience and confidence scoring writing.	1.3. Teachers will analyze student writing of peers to compare writing scores that are given.

2011-2012 School Improvement Plan (SIP)-Form SIP-1

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:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		2A.1.	2A.1.	2A.1.	2A.1.
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
	NA	na				
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:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2B. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	Writing Goal #2B: English Language Learners (ELL)		2B.1.	3B.1.	2B.1.	2B.1.

2011-2012 School Improvement Plan (SIP)-Form SIP-1

<i>Enter narrative for the goal in this box.</i>	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2C. Student subgroups not making Adequate Yearly Progress (AYP) in writing <u>Writing Goal #2C:</u>	Writing Goal #2C: Students with Disabilities (SWD)		2C.1.	2C.1.	2C.1.	2C.1.	2C.1.
<i>Enter narrative for the goal this box.</i>	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2C.2.	2C.2.	2C.2.	2C.2.	2C.2.
			2C.3.	2C.3.	2C.3.	2C.3.	2C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2D. Student subgroups not making Adequate Yearly Progress (AYP) in writing <u>Writing Goal #2D:</u>	Writing Goal #2D: Economically Disadvantaged		2D.1.	2D.1.	2D.1.	2D.1.	2D.1.

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Enter narrative for the goal in this box.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	63%	Enter numerical data for expected level of performance in this box.					
			2D.2.	2D.2.	2D.2.	2D.2.	2D.2.
			2D.3.	2D.3.	2D.3.	2D.3.	2D.3.

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Analyzing Writing	K-5 teachers	Cynthia Byerly	Professional Learning Community Meetings		Monitoring student writing portfolios and District Writing Prompt Scores	Administration

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$0.00			

End of Writing Goals

Attendance Goal(s)

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

ATTENDANCE GOAL(S)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1.Parents not bringing children to school	1.1Biweekly attendance meetings with school counselor Attendance Social Worker, and SIP Safety member , the Attendance Contract will be signed.	1.1.School Counselor	1.1. Monitor monthly attendance and tardy reports	1.1. Monthly attendance report
Attendance Goal #1:							
<i>Increase average daily attendance from 67% to 70%.</i>	2011 Current Attendance Rate:*	2012 Expected Attendance Rate:*					
	67%(550)	70% (530)					
<i>Decrease average daily tardy rate from 16% to 12%.</i>	2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)					
	33%(276)	30%(227)					

2011-2012 School Improvement Plan (SIP)-Form SIP-1

	2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)					
	16%(132)	12% (91)					
			1.2. Reduced guidance services to school from 5 days to 2 ½ days	1.2. Teacher to contact parent at the third day of unexcused absence.	1.2. Attendance Social Worker	1.2. Face to face meetings with parents and students.	1.2. Monthly tardy report
			1.3. Reduced guidance services to school from 5 days to 2 ½ days	1.3. District level attendance letter sent after five unexcused absences with a thirty day period.	1.3. Principal	1.3 Face to face meetings with parents and students.	1.3. Monthly tardy report
			1.4 Teachers not communicating with parents and students about attendance expectations.	1.4 Remind parents and students that they will not be awarded the Citizenship award if they have six tardies per nine weeks.	1.4 Mrs. Darby, Assistant Principal. Teachers	1.4 Monitor monthly tardy reports	1.4 Monthly tardy report
			1.5 Teachers not allotting time to create and effectively utilize incentive plan.	1.5 Develop class incentive plans for attendance/ no tardies.	1.5 Mrs. Darby, Assistant Principal. Teachers	1.5 Monitor monthly attendance and tardy reports	1.5 Monthly attendance and tardy 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0.00

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$0.00

End of Attendance Goals

Suspension Goal(s)

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

SUSPENSION GOAL(S)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			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.
Suspension Goal #1:							
<i>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 by 2.</i>	2011 Total Number of In-School Suspensions	2012 Expected Number of In-School Suspensions					
	2011 Total Number of Students Suspended In-School	2012 Expected Number of Students Suspended In-School					
	2011 Number of Out-of-School	2012 Expected Number of					

2011-2012 School Improvement Plan (SIP)-Form SIP-1

	<u>Suspensions</u>	<u>Out-of-School Suspensions</u>				
	38	36				
	<u>2011 Total Number of Students Suspended Out- of- School</u>	<u>2012 Expected Number of Students Suspended Out- of-School</u>				
	24	22				
			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.
		1.3. 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. Orellana, 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.
		1.4 Having time allotted for students to execute their tasks.	1.4. Have students clean up the school grounds or help the janitors.	1.4 Mrs. Darby, Assistant Principal. Mrs. Dupont, lead janitor.	1.4 Report of monthly Suspension data. Per student report of Suspension data.	1.4 Suspension report pulled monthly. Teacher's feedback on student's improvement in behaviors.

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

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

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$0.00

End of Suspension Goals

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

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

DROPOUT PREVENTION GOAL(S)	Problem-solving Process to Dropout Prevention				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2010-2011 school year.</i>	1.1.	1.1.	1.1.	1.1.	1.1.

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Enter narrative for the goal in this box.	2011 Current Dropout Rate:*	2012 Expected Dropout Rate:*				
	Enter numerical data for dropout rate in this box.	Enter numerical data for expected dropout rate in this box.				
	2011 Current Graduation Rate:*	2012 Expected Graduation Rate:*				
	Enter numerical data for graduation rate in this box.	Enter numerical data for expected graduation rate in this box.				
			1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

2011-2012 School Improvement Plan (SIP)-Form SIP-1

				Subtotal:
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
				Total:

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

PARENT INVOLVEMENT GOAL(S)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement <u>Parent Involvement Goal #1:</u> <i>Parent attendance at school based family activities in 2010-2011 was 48% of the student population. Increase the percentage of parents who attend school based family centered activities from 48% to 50% in 2012.</i>			1.1. Parents without Internet access	1.1. Biweekly newsletter sent via email and posted on web site at www.duvalschools.org/enterprise , Parent Link, communication calls home , website, and Manatee Marquee	1.1. Principal, teachers, PTA , School Advisory Council	1.1 Collect parent participation data of all family centered school based activities Survey parents	1.1 Sign in attendance counts School Climate Survey to parents identifying measurable customer satisfaction
<i>indicator 19, the school provides adequate notification about school events and activities Maintain at 94.1% indicates parents are well informed, but not always in attendance at Ready to Learn,</i>	2011 Current level of Parent Involvement:*	2012 Expected level of Parent Involvement:*					
	94.1%	95.1%					

**April 2011
Rule 6A-1.099811
Revised April 29, 2011**

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Open House, PTA, Curriculum Nights		1.2 Time and financial constraints	1.2 Advertise volunteer needs on school website, Volunteer Orientation 9/27/2011	1.2 PTA School Leadership	1.2. Monitor website hits and number of parent volunteers who respond to request posted on website	1.2. Volunteer logs
		1.3.	1.3.	1.3.	1.3.	1.3.

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Parent Involvement Budget

* Please ensure that items included in the Parental Involvement Policy/Plan (PIP) are outlined in the following budget section.

April 2011
 Rule 6A-1.099811
 Revised April 29, 2011

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Include only school-based funded activities/materials and exclude district funded activities /materials.

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

End of Parent Involvement Goal(s)

2011-2012 School Improvement Plan (SIP)-Form SIP-1
Additional Goal(s) - SCHOOL SAFETY

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

ADDITIONAL GOAL(S)		Problem-Solving Process to Increase Student Achievement					
Based on the analysis of school data, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Additional Goal Additional Goal #1:		1.1 Teacher buy-in and participation due to time constraints.	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. Ms. Mirna Orellana, SIP Chair.	1.1. Monthly count of Positive Referrals given. 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.	
<i>For the 2011-2012 School year, Enterprise Learning Academy faculty will work together to reduce the number of overall referrals by 10, that will be monitored by referral data monthly.</i>	<u>2011 Current Level :*</u> 24% (198)	<u>2012 Expected Level :*</u> 23% (188)					
			1.2. Teacher buy-in and participation due to time constraints.	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 posted in the monthly online newsletter.	1.2. SIP committee to monitor growth of names on bulletin board.	1.2. Monthly count of students awarded. 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.
			1.3. Teacher buy-in and participation. Guidance and Media staff cut due to budget constraints.	1.3. Each grade level will teach Second-Step lessons weekly with fidelity. <u>7 Habits of Happy Kids</u> read and taught in classrooms.	1.3. Classroom teachers	1.3. 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. Classroom walk-throughs, and lesson plan reviews.
		1.4 Teacher buy-in and participation.	1.4 CHAMPS used with fidelity in 100% of classrooms and common areas.	1.4 Classroom teachers, Resource teachers and Para Professionals	1.4. Report of monthly Suspension data. Per student report of Suspension data.	1.4 Suspension report pulled monthly. Teacher's feedback on student's improvement in behaviors. Classroom walk-throughs, and lesson plan reviews.	
		1.5 Parents not having transportation to attend	1.5 Anti-Bullying assemblies within school hours for students	1.5 SIP Safety Committee, Mrs. Terry	1.5 Report of monthly Suspension data. Per student report of	1.5 Suspension report pulled monthly. Teacher's	

2011-2012 School Improvement Plan (SIP)-Form SIP-1

		school activities.	in all grade levels (Omega-Man). Anti-Bullying workshops offered after school hours for parents to attend.	Darby, Assistant Principal, Ms. Brown, Principal.	Suspension data.	feedback on student's improvement in behaviors.
		1.6 Student absences.	1.6 Hold an assembly for students to include training on appropriate bus behaviors, walking and biking and strategies for problem solving.	1.6 Mrs. Terry Darby, Assistant Principal, Ms. Brown, Principal	1.6 Report of monthly Suspension data. Per student report of Suspension data. Referral data concentration on bus referrals.	1.6 Suspension report pulled monthly. Teacher's feedback on student's improvement in behaviors.
		1.7 Parent transportation on a Saturday.	1.7 Hold a Bike Rodeo on Saturday October 29, 2011 to promote bike safety.	1.7 School PTA, Safety Committee members	1.7 Monitor bike riders leaving school campus.	1.7 Student participation
		1.8 Time and teacher buy-in.	1.8 Promote <u>How Full is Your Bucket</u> by Tom Roth. Launch the book by having members of the SIP Leadership and School Safety Committee send positive notes to staff members. Then have students do the same.	1.8 SIP Safety Committee members: Ms. Mirna Orellana, Chair; Mrs. Rosa de la Torre; Mrs. Kristen Harrison; Mrs. Laura Gammons; Mrs. Amanda Decker; Mrs. Jennifer Albertson; Mr. Kohlbrenner	1.8 Monthly Count of Positive Referrals	1.8 Student and Staff participation
		1.9 Staff availability and weather	1.9 Accompany walkers and bike riders to the crossing guards	1.9 Mrs. Kristen Harrison and Mrs. Jennifer Albertson	1.9 Referral data	1.9 Referral data
		1.10 Teacher commitment and buy-in.	1.10 Write referrals only after 3 incident reports have been filed. Students will have consequences for receiving a referral.	1.10 Classroom teachers	1.10 Monitor number of incident reports and referral data.	1.10 Number of incident reports and class participation in class events.

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

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

Strategy	Description of Resources	Funding Source	Amount

2011-2012 School Improvement Plan (SIP)-Form SIP-1

			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$0.00

End of Additional Goal(s)

FINAL BUDGET (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$700.00
Mathematics Budget	Total: \$700.00
Science Budget	Total: \$743.75
Writing Budget	Total: \$00.00

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Attendance Budget	Total: \$00.00
Suspension Budget	Total: \$00.00
Dropout Prevention Budget	Total: \$00.00
Parent Involvement Budget	Total: \$00.00
Additional Goals	Total: \$00.00
Grand Total: \$2.143.75	

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school’s DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select “checked” under “Default Value” header; 3. Select “OK”, this will place an “x” in the box.)

School Differentiated Accountability Status					
<input type="checkbox"/> Intervene	<input checked="" type="checkbox"/> X Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> N/A

- *Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the “Upload” page*

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.

X Yes

No

2011-2012 School Improvement Plan (SIP)-Form SIP-1

If No, describe measures being taken to comply with SAC requirement.

Describe the activities of the School Advisory Council for the upcoming year.
<p>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.</p> <ul style="list-style-type: none"> • 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.

Describe projected use of SAC funds.	Amount
School Advisory Council (SAC) funds will be spent to implement the goals in the School Improvement Plan.	\$3,966.53