

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2010 - 2011 SCHOOL IMPROVEMENT PLAN



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Florida Department of
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325 West Gaines Street
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K-12 Public Schools
Florida Department of
Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: ENSLEY ELEMENTARY SCHOOL

District Name: Escambia

Principal: Patricia McElfresh

SAC Chair: Susan Skinner

Superintendent: Malcolm Thomas

Date of School Board Approval: December 14, 2010

Last Modified on: 12-10-2010

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: 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 Section 1 of the writing and science goals.)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 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)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)

Principal	Patricia McElfresh	BA in Physical Education; MA in Educational Leadership	3	15	<p>Ensley Elementary 2009-2010: School Grade: C AYP: 82%</p> <p>Ensley Elementary: 2008-2009: School Grade: C AYP 87%</p> <p>Ensley Elementary 2007-2008: School Grade: B AYP: 100%</p> <p>Oakcrest Elementary: 2005-2006: School Grade: D AYP: 72%</p> <p>Oakcrest Elementary, 2004-2005: School Grade: D AYP: 83%</p> <p>Oakcrest Elementary: 2003-2004: School Grade: F AYP: 93%</p>
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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)	# of Years at Current School	# 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)
Reading	Susan McKinnon	Ba Elementary Ed - UWF; MA Foundations of Education - TSU Certified in Primary Ed., Elementary Ed and Ed. Leadership	2	2	<p>Ensley Elementary 2009-2010: School Grade: C AYP: 82%</p> <p>School Year: 2008-2009 School Grade: A AYP: 100%</p> <p>Suter Elementary, 2007-2008: School Grade: A AYP: 95%</p> <p>Suter Elementary, 2006-2007: School Grade: A AYP: 100%</p> <p>Suter Elementary, 2005-2006: School Grade: A AYP: 100%</p> <p>Suter Elementary, 2004-2005: School Grade: A</p>

					AYP: 100% Suter Elementary, 2003-2004: School Grade: A AYP: 100%
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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	Student Teachers, regular meetings of new teachers with mentors, partnering new teachers with veteran staff; Great Beginnings Teacher Program; permanent substitutes becoming teachers, UWF practicums, professional development	Patricia McElfresh	Ongoing	

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
NA	NA	NA	NA
100% of Ensley's teachers are highly qualified	100% of Ensley's teachers are highly qualified	100% of Ensley's teachers are highly qualified	100% of Ensley's teachers are highly qualified

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

**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
38	15.8%(6)	15.8%(6)	15.8%(6)	52.6%(20)	36.8%(14)	100.0%(38)	5.3%(2)	5.3%(2)	39.5%(15)

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
Julie Vickery	Meredith Stieffel	Mrs. Vickery has taught Pre-K and Mrs. Stieffel is teaching Pre-K	Great Beginnings Program; Weekly Meetings
Anne Getty	Michelle Livingston	Both are teaching 2nd grade	Great Beginnings Program; Weekly Meetings
Julie Jones	Candace Smith	Both are teaching 3rd grade	Great Beginnings Program; Weekly Meetings
Regina Smolensky	Heather Miller	Both are teaching 4th grade	Great Beginnings Program; Weekly Meetings

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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

Title I, Part C- Migrant

Services for migrant children are provided by the district level Title I office.

Title I, Part D

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

Title II

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

Title III

Services for English Language Learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate.

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying.

Nutrition Programs

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

Housing Programs

This is offered at the district level and overseen by the Title I District Office.

Head Start

Ensley is a VPK/Head Start collaborative. We have two VPK/Head Start classrooms with certified teachers and two certified para-professionals. Each classroom has 18 students. This program is overseen by the Title I Prekindergarten Office.

Adult Education

Adult Education evening programs are offered at all our high schools.

Career and Technical Education

We teach a unit on careers.

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (Rtl)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Curriculum Coordinator: Sherry Wright; Guidance Counselor: Rosita Watson; ESE teacher: Ann Marie Insana; 1st grade teacher: Julie Vickery; ESOL teacher: Leigh Fleming; Reading Coach: Susan McKinnon; School Psychologist: Jennifer Edwards

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

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

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

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

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

School Psychologist: Participates in the collection, interpretation, and data analysis of data; facilitates development of intervention plans; and provides support for intervention fidelity and documentation.

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

Describe the role of the school-based 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?

The team will meet monthly to screen data and link that data to instructional decisions and review progress monitoring at the grade level and classroom level. This data will be used to identify students who are at high risk for not meeting benchmarks as well as those students who are meeting/exceeding the

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 Assessment for Instruction in Reading (FAIR), Florida Comprehension Assessment Test (FCAT), Go Math!, teacher developed writing assessment
Progress Monitoring: PMRN, CIM Assessments, SuccessMaker, Go Math!, SRA Imagine It site
Midyear: FAIR, FCAT Simulation Science Q2, teacher developed writing assessment, Go Math!, SuccessMaker
End of Year: FAIR, FCAT, teacher developed writing assessment, Go Math!, SuccessMaker

Describe the plan to train staff on RtI.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Susan McKinnon - Reading Coach
 Patricia McElfresh - Principal
 Sherry Wright - Curriculum Coordinator
 Regenia Nettles - Kindergarten
 Lashandra Dean - First Grade
 Anne Getty - Second Grade
 Anita Carnley - Third Grade
 Shireen Darbyshire - Fourth Grade
 Doreen Wells - ESOL/ESE
 Myra Palmer - Media Specialist

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

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

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

Incorporate daily word study
 Small Group Instruction
 Increase Technology usage for instructional purposes
 Increase professional development activities

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

NCLB Public School Choice

Notification of (School in Need of Improvement) SINI Status

[Show Attached a copy of the Notification of SINI Status to Parents](#) (Uploaded on 12/10/2010 9:16:42 AM)

Public School Choice with Transportation (CWT) Notification

[Show Attached a copy of the CWT Notification to Parents](#) (Uploaded on 9/22/2010 11:40:50 AM)

Notification of (School in Need of Improvement) SINI Status

[Show Attached a copy of the SES Notification to Parents](#) (Uploaded on 9/22/2010 11:41:14 AM)

***Elementary Title I Schools Only: Pre-School Transition**

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

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

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

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Not Applicable

*High Schools Only

Note: Required for High School - Sec. 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?

Not Applicable

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

Not applicable

Postsecondary Transition

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

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

Not applicable

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	Ensley Elementary will increase the percent of students achieving proficiency by 1%.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
3rd-5th Grades: 64% 3rd grade students: 57% (29) 4th grade students: 63% (26) 5th grade students: 50% (33)	3rd-5th grades: 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	Some students are two or more years below grade level in reading; Some students have excessive absences/tardies and miss part of reading instruction; Implementation of differentiated instruction The school day is too short.	RtI tier process for instruction/intervention Differentiated Instruction PD AR/STAR SuccessMaker Concept Mapping software Encourage independent reading. CIM Focus Lessons/TEAM time Monitor excessive	Principal Curriculum Coordinator Reading Coach RtI Team Reading Leadership TTeam Data Clerk	RtI team will monitor FAIR results; CIM Focus lesson assessments Attendance/Behavior team will monitor absence/tardy printouts. SuccessMaker reports	FAIR FCAT Tardy/Absence printouts STAR Level at end of year SuccessMaker

Lack of parental support.	absences and tardies. A to Z Website After School Tutoring Student Incentives Recruit mentors from our new partner in education, Heritage Baptist Church, to work with struggling students. Reading Coach model lessons and observe classroom teachers			
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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:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	Ensley Elementary will increase the percentage of students achieving above proficiency (Levels 4 and 5) by 1%.
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2010 Current Level of Performance:*	2011 Expected Level of Performance:*
3rd-5th grades: 22% 3rd grade students: 22% (12) 4th grade students: 27% (11) 5th grade students: 18% (12)	3rd-5th grades: 23%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Higher Order thinking skills Some students have excessive absences/ tardies and miss reading instruction. Length of school	Concept Mapping Differentiated Instruction PD RtI tier process for instruction CIM Focus	Principal Curriculum Coordinator Reading Coach RtI Team Data Clerk	Data Meetings with Principal and RtI team-FAIR results; CIM Focus lesson assessments Attendance/Behavior team will monitor absence/tardy printouts.	FAIR FCAT

<p>day is too short. Implementation of differentiated instruction</p>	<p>Lessons/TEAM time-Enrichment-FCAT Explorer Monitor tardies and absences. SuccessMaker AR/STAR Encourage independent reading. After School Tutoring Student Incentives Reading Coach will model lessons and observe teachers</p>			
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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:

<p>3. Percentage of students making Learning Gains in reading Reading Goal #3:</p>	<p>At Ensley Elementary, the percentage of students making learning gains in reading will increase by 1%.</p>
<p>2010 Current Level of Performance:*</p>	<p>2011 Expected Level of Performance:*</p>
<p>At Ensley Elementary, 59% (95) of the students made learning gains in reading.</p>	<p>At Ensley Elementary, 60% of the students will make learning gains in reading.</p>

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	<p>Some students are two or more years below grade level in reading; Some students</p>	<p>RtI tier process for instruction/intervention FCAT Chats Differentiated Instruction PD</p>	<p>Principal Curriculum Coordinator RtI Team Reading Coach</p>	<p>RtI team will review FAIR data with classroom teachers; FCAT Chats with students;</p>	<p>FAIR FCAT Tardy/Absence printouts STAR Level at end of year</p>

<p>have excessive absences/tardies and miss part of reading instruction;</p> <p>Lack of leveled readers in classroom.</p> <p>Implementation of differentiated instruction</p> <p>The school day is too short.</p> <p>Lack of parental support.</p>	<p>AR/STAR</p> <p>SuccessMaker</p> <p>Concept Mapping software</p> <p>Encourage independent reading.</p> <p>CIM Focus Lessons/TEAM time</p> <p>Monitor excessive absences and tardies.</p> <p>A to Z Website</p> <p>After School Tutoring</p> <p>Student Incentives</p> <p>Recruit mentors from our new partner in education, Heritage Baptist Church, to work with struggling students.</p> <p>Reading Coach will model lessons and observe teachers</p>	<p>Data Clerk</p>	<p>Tardy printouts; Classroom Walk Throughs; CIM Focus lesson assessments results;</p>	<p>SuccessMaker</p>
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<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>	
<p>4. Percentage of students in Lowest 25% making learning gains in reading</p> <p>Reading Goal #4:</p>	<p>At Ensley Elementary, the percentage of students in the lowest 25% making learning gains in reading will be maintained or increase by one percentile point.</p>
<p>2010 Current Level of Performance:*</p>	<p>2011 Expected Level of Performance:*</p>
<p>At Ensley Elementary, the percentage of students in the lowest 25% making learning gains in reading were 43% (17).</p>	<p>At Ensley Elementary, the percentage of students in the lowest 25% making learning gains in reading will be maintained or increase to 44%.</p>

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	<p>Some students are two or more years below grade level in reading;</p> <p>Some students have excessive absences/tardies and miss part of reading instruction;</p> <p>Lack of leveled readers in classrooms.</p> <p>The school day is too short.</p> <p>Lack of parental support.</p> <p>Implementation of differentiated instruction</p>	<p>RtI tier process for instruction/intervention FCAT Chats</p> <p>Differentiated Instruction PD</p> <p>AR/STAR</p> <p>SuccessMaker</p> <p>Concept Mapping software</p> <p>Encourage independent reading.</p> <p>CIM Focus Lessons/TEAM time</p> <p>Monitor excessive absences and tardies.</p> <p>A to Z Website</p> <p>After School Tutoring</p> <p>Student Incentives</p> <p>Recruit mentors from our new partner in education, Heritage Baptist Church, to work with struggling students</p> <p>Reading Coach will model lessons and observe teachers</p>	<p>Principal Curriculum Coordinatr Reading Coach RtI Team Data Clerk</p>	<p>RtI team will review FAIR data with classroom teachers; FCAT Chats with students; Tardy printouts; Classroom Walk Throughs; CIM Focus lesson assessments results;</p>	<p>FAIR FCAT Tardy/Absence printouts STAR Level at end of year SuccessMaker</p>

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):

<p>5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading</p> <p>Reading Goal #5A:</p>		<p>At Ensley Elementary, both subgroups will increase the percentage of students making adequate yearly progress by 1%.</p>			
<p>Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)</p>					
<p>2010 Current Level of Performance:*</p>			<p>2011 Expected Level of Performance:*</p>		
<p>White: 70% Black: 47%</p>			<p>White: 71% Black: 48%</p>		
<p>Problem-Solving Process to Increase Student Achievement</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>
1	<p>Some students are two or more years below grade level in reading;</p> <p>Some students have excessive absences/tardies and miss part of reading instruction;</p> <p>Lack of leveled readers in classrooms.</p> <p>The school day is too short.</p> <p>Lack of parental support</p> <p>Implementation of differentiated instruction</p>	<p>RtI tier process for instruction/intervention Differentiated Instruction PD AR/STAR</p> <p>SuccessMaker Concept Mapping software Encourage independent reading. CIM Focus Lessons/TEAM time</p> <p>Monitor excessive absences and tardies.</p> <p>A to Z Website After School Tutoring Student Incentives Recruit mentors from our new partner in education, Heritage Baptist Church, to</p>	<p>Principal Curriculum Coordinator Reading Coach RtI Team Reading Leadership Team Data Clerk</p>	<p>RtI team will monitor FAIR results; CIM Focus lesson assessments Attendance/Behavior team will monitor absence/tardy printouts. SuccessMaker reports</p>	<p>FAIR FCAT Tardy/Absence printouts STAR Level at end of year SuccessMaker</p>

	work with struggling students		
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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 subgroup:					
5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading			NA		
Reading Goal #5B:					
Reading Goal #5B: English Language Learners (ELL)					
2010 Current Level of Performance:*			2011 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
1	NA	NA	NA	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:					
5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading			NA		
Reading Goal #5C:					
Reading Goal #5C: Students with Disabilities (SWD)					
2010 Current Level of Performance:*			2011 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
1	NA	NA	NA	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:

5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading	The percentage of economically disadvantaged students making adequate yearly progress in reading will increase by 1%.
Reading Goal #5D:	

Writing Goal #5D: Economically Disadvantaged

2010 Current Level of Performance:*	2011 Expected Level of Performance:*
Economically Disadvantaged: 57% (92)	Economically Disadvantaged: 58%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students are reading two or more years below grade level in reading; Some students have excessive absences/tardies and miss part of reading instruction; Implementation of differentiated instruction Lack of leveled	RtI tier process for instruction/intervention Differentiated Instruction PD AR/STAR SuccessMaker Concept Mapping software Encourage independent reading. CIM Focus Lessons/TEAM time	Principal Curriculum Coordinator Reading Coach RtI Team Data Clerk	RtI Team will monitor FAIR results; CIM Focus Lesson assessments; Attendance/Behavior team will monitor absence/tardy printouts.	FAIR FCAT Tardy/Absence printouts STAR Level at end of year SuccessMaker

<p>readers in classrooms.</p> <p>The school day is too short.</p> <p>Lack of parental support is too short.</p> <p>Need more leveled readers in classrooms.</p>	<p>Monitor excessive absences and tardies.</p> <p>A to Z Website</p> <p>After School Tutoring</p> <p>Student Incentives</p> <p>Recruit mentors from our new partner in education, Heritage Baptist Church, to work with struggling students</p> <p>Differentiated Instruction</p> <p>Reading Coach will model lessons and observe teachers</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
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Beverly Tyner Small Group Instruction		Reading Coach				
Kagan Training		Curriculum Coordinator				
Reading Centers	K-5 Reading	Staff members with expertise in Kagan strategies	Schoolwide	Teacher Planning Days; Common Planning Periods PD is scheduled for the first Wednesday of every month	Classroom Walk Throughs Sharing of implementation at faculty meetings	Principal Curriculum Coordinator Reading Coach RtI Team
Word Study						
Comprehension strategies		Media Specialist				
Differentiated Instruction		Technology Coordinator				
Technology RtI		RtI Team				
District Reading Topics	All Grade levels	Kelly-Aepelli Campbell Reading Teachers on Special Assignment	All grade levels	Varies according to district calendar	Classroom Walk Throughs	Principal Curriculum Coordinator Reading Coach
SuccessMaker	K-5	Curriculum Coordinator	K-5	After school	Review reports	Curriculum Coordinator
Differentiated Instruction	K-5	MJ Ziembra	K-5	Varied times offered by the district	Classroom Walk Throughs	Principal

Reading 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
To encourage independent readers	AR/STAR	Title I	\$2,000.00
To increase use of technology	technology	Title I	\$3,000.00
			Subtotal: \$5,000.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Small Group Instruction	Reading books for study groups	Title I FundsRequest funds from Staff Development	\$1,500.00
Differentiated Instruction	Substitutes; stipends	Title I	\$1,750.00
Subtotal: \$3,250.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Develop independent readers; small group instruction	Weekly Readers; leveled readers; Library Books;materials for small group instruction	Title I funds	\$10,500.00
Help teachers with curriculum; secure resources; plan instruction, provide training and conduct classroom walk throughs	Curriculum Coordinator	Title I funds	\$17,500.00
Provide needed supplies for small group instruction	materials	Title I	\$4,000.00
Improve achievement levels	Reading Coach workbook	Title	\$1,500.00
Subtotal: \$33,500.00			
Grand Total: \$41,750.00			

*End of **Reading** Goals*

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:					
1. Students achieving proficiency (FCAT Level 3) in mathematics		Ensley Elementary will increase the percentage of students achieving proficiency by 1%.			
Mathematics Goal #1:					
2010 Current Level of Performance:*			2011 Expected Level of Performance:*		
3rd-5th grades: 61%			3rd-5th grades: 62%		
3rd Grade: 57% (30)					
4th Grade: 80% (33)					
5th Grade: 42% (28)					
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	Familiarity with new Go Math! series; Implementation of differentiated instruction Students who are one to two years below grade level in math; Students who have excessive absences/tardies Lack of parental support School Day too short	Professional Development Instruction/Intervention part of Go Math! Differentiated Instruction PD SOAR web based Go Math! Mentors After School Study Hall CIM Focus Lessons/TEAM time RtI tier process for instruction/intervention	Principal Curriculum Coordinator Teachers Ramona Wright, Math Specialist	RtI team will monitor math data; CIM mini-assessments Monitor absences/tardies SuccessMaker reports	FCAT Go Math! Assessments Intervention wwebbased Go Math! programs CIM Mini-Assessments SuccessMaker TERMS data

	SuccessMaker		
	Before/After School technology math 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:

<p>2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics</p> <p>Mathematics Goal #2:</p>	Ensley Elementary will increase the percent of students achieving above proficiency (Levels 4 and 5) by 1%.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
<p>3rd-5th grades: 23%</p> <p>3rd Grade: 23% (12)</p> <p>4th Grade: 29% (12)</p> <p>5th Grade: 19% (13)</p>	3rd-5th grades: 24%

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	<p>Familiarity with new Go Math! series;</p> <p>Implementation of differentiated instruction</p> <p>Students who have excessive absences/tardies</p> <p>Lack of parental support</p> <p>Monitor absences/tardies</p> <p>Enrichment activities for higher achieving students</p>	<p>Professional Development</p> <p>Differentiated Instruction PD</p> <p>Enrichment technology of Go Math!</p> <p>After School Study Hall</p> <p>CIM Focus Lessons/TEAM time - Enrichment - FCAT Explorer</p> <p>RtI tier process for instruction</p>	Principal Curriculum Coordinator Teachers RtI team	Data meetings with Principal and RtI Team	<p>FCAT</p> <p>CIM</p> <p>Mini-Assessments</p> <p>Go Math! Assessments</p> <p>TERMS reports</p> <p>Go Math! Assessments</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:	
3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	At Ensley Elementary, the percent of students making learning gains in math will increase by 1%.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
At Ensley Elementary, 58% (93) of the students made learning gains in math.	At Ensley Elementary, 59% of the students will make learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Familiarity with new Go Math! series; Implementation of differentiated instruction Students who are one to two years below grade level in math; Students who have excessive absences/tardies Lack of parental support	Professional Development Differentiated Instruction PD Intervention part of Go Math! SOAR web based Go Math! Mentors After School Study Hall CIM Focus Lessons/TEAM time RtI tier process for instruction/intervention	Principal Curriculum Coordinator Teachers RtI team	Data meetings with Principal and RtI Team TERMS data	FCAT CIM Mini-Assessments Go Math! Assessments TERMS reports

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

<p>4. Percentage of students in Lowest 25% making learning gains in mathematics</p> <p>Mathematics Goal #4:</p>	<p>At Ensley Elementary, the percentage of students in the lowest 25% making learning gains in math will increase by 1%.</p>
<p>2010 Current Level of Performance:*</p>	<p>2011 Expected Level of Performance:*</p>
<p>70% (28) of the lowest 25% of Ensley students made learning gains in math.</p>	<p>71% of the lowest quartile will make learning gains in math.</p>

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
<p>1 Familiarity with new Go Math! series;</p> <p>Implementation of differentiated instruction</p> <p>Students who are one to two years below grade level in math;</p> <p>Students who have excessive absences/tardies</p> <p>Lack of parental support</p>	<p>Professional Development</p> <p>Differentiated Instruction PD</p> <p>Intervention part of Go Math!</p> <p>SOAR web based Go Math!</p> <p>Mentors</p> <p>After School Study Hall</p> <p>CIM Focus Lessons/TEAM time</p> <p>RtI tier process for instruction/intervention</p>	<p>Principal</p> <p>Curriculum Coordinator</p> <p>Teachers</p> <p>Data meetings with Principal and RtI Team</p>	<p>TERMS data</p> <p>FCAT</p> <p>CIM</p> <p>Mini-Assessments</p> <p>Go Math! Assessments</p>	<p>FCAT</p> <p>CIM</p> <p>Mini-Assessments</p> <p>Go Math! Assessments</p> <p>TERMS reports</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 applicable subgroup(s):</p>	
<p>5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</p> <p>Mathematics Goal #5A:</p>	<p>At Ensley Elementary, both subgroups will increase the percentage of students making AYP by 1%.</p>

Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)					
2010 Current Level of Performance:*			2011 Expected Level of Performance:*		
White: 67% Black: 50%			White: 68% Black: 51%		
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	Familiarity with new Go Math! series; Implementation of differentiated instruction Students who are one to two years below grade level in math; Students who have excessive absences/tardies Lack of parental support	Professional Development Differentiated Instruction PD Intervention part of Go Math! SOAR web based Go Math! Mentors After School Study Hall CIM Focus Lessons/TEAM time RtI tier process for instruction/intervention	Principal Curriculum Coordinator Teachers Data meetings with Principal and RtI Team	Data Meetings with Principal and RtI Team TERMS reports	FCAT CIM Mini-Assessments Go Math! Assessments TERMS reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics	NA Statistical sample size too small
Mathematics Goal #5B:	
Mathematics Goal #5B: English Language Learners (ELL)	
2010 Current Level of Performance:*	2011 Expected Level of Performance:*

NA Statistical sample size too small			NA Statistical sample size too small		
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	NA	NA	NA	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:					
5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics			NA Statistical sample size too small		
Mathematics Goal #5C:					
Mathematics Goal #5C: Students with Disabilities (SWD)					
2010 Current Level of Performance:*			2011 Expected Level of Performance:*		
NA Statistical sample size too small			NA Statistical sample size too small		
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	NA	NA	NA	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:					
5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics			Ensley will increase the percentage of economically disadvantaged students making AYP by 1%.		
Mathematics Goal #5D:					

Writing Goal #5D: Economically Disadvantaged					
2010 Current Level of Performance:*			2011 Expected Level of Performance:*		
Economically Disadvantaged: 58% (93)			Economically Disadvantaged: 59%		
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	Familiarity with new Go Math! series; Implementation of differentiated instruction Students who are one to two years below grade level in math; Students who have excessive absences/tardies Lack of parental support	Professional Development Differentiated Instruction PD Intervention part of Go Math! SOAR web based Go Math! Mentors After School Study Hall CIM Focus Lessons/TEAM time RtI tier process for instruction/intervention	Principal Curriculum Coordinator Teachers Data meetings with Principal and RtI Team	Data Meetings with Principal and RtI Team TERMS reports	FCAT CIM Mini-Assessments Go Math! Assessments TERMS 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	Grade Level/Subject	PD Facilitator and/or PLC	PD Participants (e.g. , PLC, subject,	Target Dates and Schedules(e.g. , Early Release)	Strategy for Follow-up/Monitoring	Person or Position Responsible for
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PLC Focus		Leader	grade level, or school-wide)	and Schedules (e.g., frequency of meetings)		Monitoring
Go Math! Training Singapore Math	K-5	Ramona Wright Math Leader	K-5	Teacher Planning Days	Classroom Walk-Throughs	Principal Curriculum Coordinator
Differentiated Instruction	K-5	Math Leader District personnel	K-5	After school, teacher planning days	Classroom Walk Throughs	Principal Curriculum Coordinator
Technology	K-5	Curriculum Coordinator	K-5	After school	Monitor Go Math site	Curriculum Coordinator
SuccessMaker	K-5	Curriculum Coordinator	K-5	After School	Review reports	Curriculum Coordinator
Differentiated Instruction	K-5	MJ Ziemba	K-5	Varied Times offered by the district	Classroom Walk Throughs	Principal

Mathematics 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
Help students develop math skills	Education City	Title I funds	\$300.00
To increase use of technology	technology	Title I funds	\$3,000.00
Increase achievement levels	Math Coach materials	Title I funds	\$1,000.00
Subtotal: \$4,300.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Help students develop math skills- Singapore Math	Substitutes; stipends	Title I Funds	\$1,750.00
Subtotal: \$1,750.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Help teachers with curriculum; secure resources; plan instruction, provide training and conduct classroom walk	Curriculum Coordinator	Title I	\$17,500.00

throughs			
Differentiated Instruction	Technology; Materials	Title I	\$4,000.00
			Subtotal: \$21,500.00
			Grand Total: \$27,550.00

End of **Mathematics** Goals

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:					
1. Students achieving proficiency (FCAT Level 3) in science		At Ensley Elementary, the percentage of students proficient on the 2011 Science FCAT will increase by 1%.			
Science Goal #1:					
2010 Current Level of Performance:*		2011 Expected Level of Performance:*			
The percentage of students proficient in science on the 2010 FCAT was 35% (23).		The percentage of students who will be proficient in science on the 2011 FCAT will be 36%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students read one to two years below grade level. Students need more real life/hands on science experiences.	CIM Focus lessons/TEAM time; Write Score will be purchased this year for 5th grade; Kaplan science materials. Project Based Learning I Love Science Starbase	Principal Curriculum Coordinator Teachers	Monthly student Write Score science scores and analysis from the Write Score company. Starbase pre-post test Participation in project based learning projects.	FCAT Monthly Write Score Reports Project Based Learning Project

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:					
2. Students achieving above proficiency (FCAT Levels 4 and 5) in science			Ensley will increase the percentage of students scoring Levels 4 and 5 in science by 1%.		
Science Goal #2:					
2010 Current Level of Performance:*			2011 Expected Level of Performance:*		
5th Grade Science: 8% (5)			5th Grade Science: 9%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students read one to two years below grade level.	CIM Focus lessons/TEAM time; Write Score will be purchased this year for 5th grade; Kaplan science materials.	Principal Curriculum Coordinator Teachers	Monthly student Write Score science scores and analysis from the Write Score company.	FCAT Monthly Write Score 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
District topics	Science	Nancy Stanley	All grade levels	District schedule	Classroom Walk Throughs	Principal

Science Budget:

Evidence-based Program(s)/Material(s)
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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
Videos of science concepts	BrainPop and Brainpop, jr.	Title I Funds	\$2,000.00
Increase use of technology	Technology	Title I funds	\$2,000.00
			Subtotal: \$4,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To give teachers opportunities to attend science professional development	Substitutes	Title I	\$750.00
			Subtotal: \$750.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
To help students be proficient on FCAT science test	Write Score Science testing program	Title I Funds	\$800.00
Help teachers with curriculum; secure resources; plan instruction, provide training and conduct classroom walk throughs	Curriculum Coordinator	Title I Funds	\$17,500.00
To increase science achievement	Field trips; materials	Title I Funds	\$2,000.00
Differentiated Instruction	Project Based Learning; materials, technology	Title I funds	\$4,000.00
			Subtotal: \$24,300.00
			Grand Total: \$29,050.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing	On the 2011 FCAT Writing, Ensley Elementary will maintain the state's percentage of 90% or higher making adequate yearly progress on FCAT Writing.

Writing Goal #1:					
2010 Current Level of Performance:*		2011 Expected Level of Performance:*			
On the 2010 FCAT Writing, Ensley Elementary had 95% (36) of students achieving adequate yearly progress.		On the 2011 FCAT Writing, the percent making adequate yearly progress is 90%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of proficient writing skills Lack of background experiences	Teacher instruction on writing process; Conferencing with teacher; Monthly writing prompts; Use of technology; Field Trips Increase professional development opportunities in the area of science	Principal Classroom Teachers	Monthly Writing Prompt Data	FCAT Writing

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Student subgroups not making Adequate Yearly Progress (AYP) in writing			NA Stastical sample too small		
Writing Goal #2A:					
Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)					
2010 Current Level of Performance:*			2011 Expected Level of Performance:*		
NA Statistical sample too small			NA Stastical sample too small		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool

			Responsible for Monitoring	Effectiveness of Strategy	
1	NA	NA	NA	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 group:	
2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	NA Statistical sample too small
Writing Goal #2B: English Language Learners (ELL)	
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
NA Statistical sample too small	NA Statistical sample too small

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	NA	NA	NA	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 group:	
2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2C:	NA Statistical sample too small
Writing Goal #2C: Students with Disabilities (SWD)	
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
NA Stastictical data too small	NA Stastictical data too small

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	NA	NA	NA	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 group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing	The economically disadvantaged subgroup made AYP.
Writing Goal #2D:	
Writing Goal #2D: Economically Disadvantaged	
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
The economically disadvantaged subgroup made AYP.	The economically disadvantaged subgroup made AYP.

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	NA	NA	NA	NA	NA

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,	Target Dates and Schedules(e.g. , Early Release) and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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			or school-wide)	(e.g., frequency of meetings)		
Writing Process	K,2,3,4	Curriculum Coordinator	K-5	Common Planning time, after school	Meetings Classroom Walk Throughs	Principal Curriculum Coordinator

Writing 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
Provide monthly writing prompts to teachers	Supplies	Title I	\$1,000.00
Provide training, give support, get resources, and conduct classroom walk throughs	Curriculum Coordinator	Title I	\$17,500.00
To increase writing scores	Write Score	Title I	\$800.00
			Subtotal: \$19,300.00
			Grand Total: \$19,300.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The average daily attendance at Ensley Elementary will increase by .1 percent during the 2010-2011 school year.

2010 Current Attendance Rate:*	2011 Expected Attendance Rate:*
The average daily attendance at Ensley was 93.3 percent.	The average daily attendance at Ensley will be 93.4 percent.
2010 Current Number of Students with Excessive Absences (10 or more)	2011 Expected Number of Students with Excessive Absences (10 or more)
The number of students with excessive absences (10 or more) was 182.	The number of students with excessive absences (10 or more) will be 181 or less.
2010 Current Number of Students with Excessive Tardies (10 or more)	2011 Expected Number of Students with Excessive Tardies (10 or more)
The number of students with excessive tardies (10 or more) was 144.	The number of students with excessive tardies (10 or more) will be 143 or less.

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Attendance 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
To increase attendance and decrease tardies	Incentives	Reg. budget	\$250.00
			Subtotal: \$250.00
			Grand Total: \$250.00

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:	
<p>1. Suspension</p> <p>Suspension Goal #1:</p>	At Ensley Elementary, the number of in-school suspensions will remain the same or decrease by 1.

2010 Total Number of In -School Suspensions	2011 Expected Number of In- School Suspensions
At Ensley Elementary, there were 43 In-School Suspensions during the 2009-2010 school year.	At Ensley Elementary, the number of in-school suspensions will be the same or one less - 43.
2010 Total Number of Students Suspended In School	2011 Expected Number of Students Suspended In School
There were 26 students who had in-school suspension last year.	This year, there will be 25 students who will have in-school suspension.
2010 Number of Out-of-School Suspensions	2011 Expected Number of Out-of-School Suspensions
There were 41 out of school suspensions at Ensley during the 2009-2010 school year.	This year, there will be the same number of out of school suspensions or one less - 40.
2010 Total Number of Students Suspended Out of School	2011 Expected Number of Students Suspended Out of School
There were 26 students who had out of school suspensions at Ensley during the 2009-2010 school year.	During the 2010-2011 school year, there will be the same number of students or one less (25) suspended during the 2010-2011 school year.

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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
To improve student discipline	Incentives	Reg. budget	\$250.00
			Subtotal: \$250.00
			Grand Total: \$250.00

End of **Suspension** Goal(s)

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 (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions",

Identify and define areas in need of improvement:					
1. Dropout Prevention					
Dropout Prevention Goal #1:					
<i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i>			Ensley is an elementary school.		
2010 Current Dropout Rate:*			2011 Expected Dropout Rate:*		
Ensley is an elementary school.			Ensley is an elementary school.		
2010 Current Graduation Rate:*			2011 Expected Graduation Rate:*		
Ensley is an elementary school.			Ensley is an elementary school.		
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	Ensley is an elementary school.	Ensley is an elementary school.	Ensley is an elementary school.	Ensley is an elementary school.	Ensley is an elementary school.

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
NA	NA	NA	NA	NA	NA	NA

Dropout Prevention 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 **Dropout Prevention** Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement	
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	At Ensley Elementary, the number of parental involvement activities will increase by 1, with 1% more of the parents participating in at least one school activity.
2010 Current Level of Parent Involvement:*	2011 Expected Level of Parent Involvement:*
During the 2009-2010 school year, Ensley had 7 parental activities for parents to be involved in school activities. Approximately 60% (205) of parents were involved in one or more activities at the school.	For the 2010-11 school year, Ensley will have 8 parental activities for parents to be involved in school activities. 61% of parents will participate in at least one activity at the school.
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	Parents working during times activities are offered.	Offer activities at varying times.	Principal Curriculum Coordinator Special Area teachers and Classroom Teachers	feedback from parents	Sign-in sheets

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
NA	NA	NA	NA	NA	NA	NA

Parent Involvement 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
Parent Involvement; Literacy Nights; Dads Night;	Supplies and materials	Title I	\$1,500.00
Parent Involvement	Parent Educators	Title I	\$11,000.00
Parent communication	Parent information folders	Title I	\$750.00
Subtotal: \$13,250.00			
Grand Total: \$13,250.00			

*End of **Parent Involvement** Goal(s)*

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To encourage independent readers	AR/STAR	Title I	\$2,000.00
Reading	To increase use of technology	technology	Title I	\$3,000.00
Mathematics	Help students develop math skills	Education City	Title I funds	\$300.00
Mathematics	To increase use of technology	technology	Title I funds	\$3,000.00
Mathematics	Increase achievement levels	Math Coach materials	Title I funds	\$1,000.00
Science	Videos of science concepts	BrainPop and Brainpop, jr.	Title I Funds	\$2,000.00
Science	Increase use of technology	Technology	Title I funds	\$2,000.00
				Subtotal: \$13,300.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Small Group Instruction	Reading books for study groups	Title I Funds Request funds from Staff Development	\$1,500.00
Reading	Differentiated Instruction	Substitutes; stipends	Title I	\$1,750.00
Mathematics	Help students develop math skills- Singapore Math	Substitutes; stipends	Title I Funds	\$1,750.00
Science	To give teachers opportunities to attend science professional development	Substitutes	Title I	\$750.00
				Subtotal: \$5,750.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Develop independent readers; small group instruction	Weekly Readers; leveled readers; Library Books; materials for small group	Title I funds	\$10,500.00

		instruction			
Reading	Help teachers with curriculum; secure resources; plan instruction, provide training and conduct classroom walk throughs	Curriculum Coordinator	Title I funds		\$17,500.00
Reading	Provide needed supplies for small group instruction	materials	Title I		\$4,000.00
Reading	Improve achievement levels	Reading Coach workbook	Title		\$1,500.00
Mathematics	Help teachers with curriculum; secure resources; plan instruction, provide training and conduct classroom walk throughs	Curriculum Coordinator	Title I		\$17,500.00
Mathematics	Differentiated Instruction	Technology; Materials	Title I		\$4,000.00
Science	To help students be proficient on FCAT science test	Write Score Science testing program	Title I Funds		\$800.00
Science	Help teachers with curriculum; secure resources; plan instruction, provide training and conduct classroom walk throughs	Curriculum Coordinator	Title I Funds		\$17,500.00
Science	To increase science achievement	Field trips; materials	Title I Funds		\$2,000.00
Science	Differentiated Instruction	Project Based Learning; materials, technology	Title I funds		\$4,000.00
Writing	Provide monthly writing prompts to teachers	Supplies	Title I		\$1,000.00
Writing	Provide training, give support, get resources, and conduct classroom walk throughs	Curriculum Coordinator	Title I		\$17,500.00
Writing	To increase writing scores	Write Score	Title I		\$800.00
Attendance	To increase attendance and decrease tardies	Incentives	Reg. budget		\$250.00
Suspension	To improve student discipline	Incentives	Reg. budget		\$250.00
Parental Involvement	Parent Involvement; Literacy Nights; Dads Night;	Supplies and materials	Title I		\$1,500.00

Parental Involvement	Parent Involvement	Parent Educators	Title I	\$11,000.00
Parental Involvement	Parent communication	Parent information folders	Title I	\$750.00
Subtotal: \$112,350.00				
Grand Total: \$131,400.00				

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show Attached School's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 10/1/2010 9:57:53 AM)

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.

Yes. Agree with the above statement.

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

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

The School Advisory Council will meet 9 times (once a month) during the 2010-2011 school year in order to apply for the Five Star School Award. The SAC helps develop the Title I Parent Involvement Plan, the Title I School-Family compact; Review school performance data; Review school budgets; Discuss curriculum needs; and updated on the use of technology in the school. The council will be trained in shared decision making and will give input on budgets, parental involvement activities and curriculum ideas to help raise our school grade. They also discuss school uniform possibilities and develop a plan for school recognition money, if applicable. They also give input on the School Improvement Plan.

AYP DATA

No Data Found
No Data Found
No Data Found

SCHOOL GRADE DATA

Escambia School District ENSLEY ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	66%	67%	28%	231	Writing and Science: Takes into account the % scoring 3.5 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	56%	53%			109	3 ways to make gains: <ul style="list-style-type: none"> • 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?	57% (YES)	40% (NO)			97	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					437	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Escambia School District ENSLEY ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	70%	83%	22%	237	Writing and Science: Takes into account the % scoring 3.5 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	65%	63%			128	3 ways to make gains: <ul style="list-style-type: none"> • 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?	63% (YES)	81% (YES)			144	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					509	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Escambia School District ENSLEY ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	59%	79%	39%	241	Writing and Science: Takes into account the % scoring 3.5 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	76%	63%			139	3 ways to make gains: <ul style="list-style-type: none"> • 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?	80% (YES)	53% (YES)			133	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					513	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested