

Brevard Public Schools

ENTERPRISE ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Enterprise Elementary is to achieve excellence through:

Educating every child with high-quality instruction;

Empowering individuals to reach their fullest potential;

Engaging families and the community as active partners;

Encouraging and supporting growth at every level.

(August 2025)

Provide the school's vision statement

Enterprise Elementary is a united community driven by excellence and focused on preparing future-ready learners and leaders.

(August 2025)

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Kelli Dufresne

Dufresne.Kelli@brevardschools.org

Position Title

Principal

Job Duties and Responsibilities

Monitor student achievement data; initiate collaborative meetings with the school-based leadership team and faculty; plan professional learning opportunities for staff; observe instructional practices and

provide feedback to teachers; oversee school operations to ensure alignment with school improvement processes.

Leadership Team Member #2

Employee's Name

Stephanie Terapak

Terapak.Stephanie@brevardschools.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Monitor student achievement data; initiate collaborative meetings with faculty and grade-level teams; plan professional learning opportunities for staff; observe instructional practices and provide feedback to teachers; ensure alignment of curriculum and instruction with state-adopted standards; manage the implementation of the School Improvement Plan.

Leadership Team Member #3

Employee's Name

Danielle Carter

Carter.Danielle@brevardschools.org

Position Title

ELA Teacher Leader

Job Duties and Responsibilities

- Model high-quality Tier I ELA instruction aligned to state standards and district curriculum.
- Support implementation of the school's literacy initiatives and School Improvement Plan.
- Promote the consistent use of evidence-based instructional strategies and vetted instructional materials.
- Support teachers in developing data-driven instructional action plans.
Monitor progress toward School Improvement Plan literacy goals.
- Facilitate professional learning aligned to identified school and district priorities.
- Share effective instructional strategies and classroom successes across grade levels.
- Support schoolwide literacy events and family engagement opportunities.
- Share literacy resources and strategies with families to reinforce learning at home.

Leadership Team Member #4

Employee's Name

Sharon Forand

Forand.Sharon@brevardschools.org

Position Title

SAC Chair/STEM Teacher

Job Duties and Responsibilities

Lead School Advisory Council as Chairperson; build staff, family, and community partnerships through SAC; participate in the development of the School Improvement Plan; assist in the preparation of the school's annual budget and plan; build consensus with SAC members regarding school-based initiatives, instructional resources, and other school needs.

Leadership Team Member #5

Employee's Name

Jobina Woltman

Woltman.Jobina@brevardschools.org

Position Title

School Counselor

Job Duties and Responsibilities

Assist students with physical, social, and psychological needs; provide professional development for staff on social and emotional needs at our school; facilitate Individual Problem Solving Team meetings; monitor Early Warning Systems.

Leadership Team Member #6

Employee's Name

Brandy Smith

Smith.Brandy@brevardschools.org

Position Title

ESE Resource Teacher/PIE Coordinator

Job Duties and Responsibilities

Supports school-wide inclusive practices, is a member of the Literacy Leadership Team, develops community partnerships through PIE coordination, and participates in developing the School Improvement Plan.

Leadership Team Member #7

Employee's Name

Amanda Galioto

Galioto.Amanda@brevardschools.org

Position Title

Math Teacher Leader

Job Duties and Responsibilities

- Model high-quality Tier I Math instruction aligned to state standards and district curriculum.
- Support implementation of the school's math initiatives and School Improvement Plan.
- Promote the consistent use of evidence-based instructional strategies and vetted instructional materials.
- Support teachers in developing data-driven instructional action plans.
- Monitor progress toward School Improvement Plan math goals.
- Facilitate professional learning aligned to identified school and district priorities.
- Share effective instructional strategies and classroom successes across grade levels.
- Support schoolwide math events and family engagement opportunities.
- Share math resources and strategies with families to reinforce learning at home.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Enterprise Elementary stakeholders provide input and feedback through various surveys throughout the school year. The surveys are both formal and informal and are used to guide the planning and development of our School Improvement Plan. We worked with all stakeholders to identify strengths and weaknesses and developed a plan to focus on areas for improvement. The SIP goals identified in our plan are regularly communicated to all stakeholders, and we periodically revisit them to monitor progress toward those goals. Enterprise Elementary has held School Advisory Council meetings to discuss the components/requirements of the 2026-2027 School Improvement Plan. On August 17th, the council will assist in reviewing the draft plan, including student achievement data and instructional focus, for the 2026-2027 school year. The dates, times, and locations for the public to review and

provide input will be listed in the Enterprise Express (the newsletter to parents).

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan will be monitored for effective implementation and impact on increasing the achievement of students in meeting the state's academic standards, particularly for those students with instructional gaps, by engaging in an ongoing data disaggregation process with stakeholders and correlating the achievements or lack of progress to the action steps outlined in the SIP. This will be done through grade-level meetings, data chats, classroom walk-throughs, faculty meetings, Literacy Leadership Team meetings, and SAC meetings, as evidenced by meeting agendas, meeting minutes, and action plans. The plan will be revised to ensure continuous improvement by analyzing data from district assessments, i-Ready diagnostic and instructional paths, Penda Science Mastery, exit slips, Tier 2/Tier 3 interventions, and FAST assessment results to ensure student progress in grade-level standards. If we identify areas of concern, we will revisit our action steps to develop targeted strategies.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	62.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	76	67	80	76	82	89	83			553
Absent 10% or more school days	12	9	10	10	10	9	16			76
One or more suspensions	1	3	3	3	2	2	16			30
Course failure in English Language Arts (ELA)	0	0	0	1	0	0	0			1
Course failure in Math	0	0	0	4	2	1	0			7
Level 1 on statewide ELA assessment	6	10	12	7	7	5	2			49
Level 1 on statewide Math assessment	10	3	8	1	5	3	1			31
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	8	6	10	8	10	10			57
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0			0

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	5	10	7	6	5	7			45

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	8	2	2	0	0	0			17
Students retained two or more times	0	0	0	0	0	1	1			2

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	74	68	81	82	76	93	89			563
Absent 10% or more school days	7	14	8	11	15	8	14			77
One or more suspensions		2	1	1		2	6			12
Course failure in English Language Arts (ELA)				1	3	4				8
Course failure in Math				1	4	6	1			12
Level 1 on statewide ELA assessment	5	14	19	18	11	10	9			86
Level 1 on statewide Math assessment	4	12	10	10	6	3	10			55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1			2	1	3			7
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	10	4	6	8	6	4			40

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	7	9	2	2						20
Students retained two or more times						1	1			2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	76	65	62	68	62	59	68	61	57
Grade 3 ELA Achievement	74	63	61	66	58	59	66	59	58
ELA Learning Gains	70	67	63	63	62	60	62	64	60
ELA Lowest 25th Percentile	74	61	58	72	57	56	58	60	57
Math Achievement*	84	66	66	77	63	64	72	62	62
Math Learning Gains	84	68	64	77	67	63	63	68	62
Math Lowest 25th Percentile	72	55	50	69	54	51	54	59	52
Science Achievement	88	66	62	71	62	58	71	60	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				62		63		57	61

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	78%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	622
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
78%	70%	64%	68%	68%	64%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	62%	No		
Black/African American Students	69%	No		
Hispanic Students	80%	No		
Multiracial Students	77%	No		
White Students	77%	No		
Economically Disadvantaged Students	80%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	76%	74%	70%	74%	84%	84%	72%	88%					
Students With Disabilities	45%	47%	67%	62%	63%	78%	73%	64%					
Black/African American Students	47%		69%		67%	92%							
Hispanic Students	73%	83%	72%		80%	94%							
Multiracial Students	71%		71%		79%	88%							
White Students	78%	75%	70%	73%	86%	82%	61%	89%					
Economically Disadvantaged Students	72%	69%	75%	81%	85%	88%	74%	94%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	68%	66%	63%	72%	77%	77%	69%	71%					
Students With Disabilities	31%	20%	48%	59%	55%	65%	64%	44%					
Black/African American Students	53%		70%		47%	60%							
Hispanic Students	59%		65%		79%	74%							
Multiracial Students	53%		31%		71%	69%							
White Students	71%	67%	65%	71%	79%	78%	72%	74%					
Economically Disadvantaged Students	62%	58%	64%	85%	72%	76%	70%	75%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
								GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	68%	66%	62%	58%	72%	63%	54%	71%		
Students With Disabilities	35%	50%	46%	35%	33%	49%	45%	50%		
Black/African American Students	60%				60%					
Hispanic Students	45%		43%		59%	57%		50%		
Multiracial Students	83%		82%		67%	76%				
White Students	69%	68%	62%	60%	74%	61%	49%	75%		
Economically Disadvantaged Students	62%	58%	58%	53%	67%	59%	54%	67%		

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	75%	63%	12%	60%	15%
ELA	4	68%	61%	7%	60%	8%
ELA	5	79%	62%	17%	61%	18%
ELA	6	84%	74%	10%	62%	22%
Math	3	85%	66%	19%	66%	19%
Math	4	84%	62%	22%	65%	19%
Math	5	81%	58%	23%	62%	19%
Math	6	89%	74%	15%	60%	29%
Science	5	87%	64%	23%	60%	27%
Civics	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Overall, the data component that showed the most improvement was Science. Enterprise improved in Science achievement on the Florida Statewide Science Assessment from 71% (2025) to 87% (2026). Enterprise also scored above the district (64%) and state (60%) averages in this data component.

During the 2025-2026 school year, the following new action steps were implemented that impacted this achievement growth in 5th Grade Science:

- Structured planning time with the 5th-grade science teachers and the STEM teacher
- Co-teaching in the four blocks of Science with the STEM teacher and the science teacher
- Focus on science vocabulary, including daily spiral review of key terms
- Implementation of Science Blitz during the day, instead of after school, so all students could participate
- Increased hands-on opportunities (labs) for students to develop a deep understanding of science concepts being taught
- Weekly monitoring of Penda usage by individual student to provide remediation/small group instruction based on concepts/questions missed
- Celebration of Penda achievement for both class and individual student recognition
- 5th-grade student data notebooks, which included science assessments
- High-effect-size strategy of notetaking with Penda
- Flexible scheduling (e.g., the STEM teacher was taken off the morning duty schedule to check in with students on previously taught concepts, provide coaching, and conference on assessments).

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our current 4th-grade students scored 66% (3 or above) on the 3rd-grade FAST PM3. This year, as 4th-grade students, they scored 68%, but their learning gains were only at 57%. Our lowest 25% in

this grade level showed a decrease from 52% to 47%. This is considerably lower than learning gains in 5th and 6th.

ELA Learning Gains

4th Grade School Year 2026 58% and School Year 2025 67%

5th Grade School Year 2026 71% and School Year 2025 56%

6th Grade School Year 2026 79% and School Year 2025 64%

ELA Lowest 25%

4th Grade School Year 2026 47% and School Year 2025 52%

5th Grade School Year 2026 82% and School Year 2025 63%

6th Grade School Year 2026 83% and School Year 2025 68%

The contributing factors that led to this decline are:

- Our class size at the beginning of the year, which resulted in the hiring of another teacher and splitting classes in October
- A lack of cohesiveness within the team supporting planning structures and the use of non-vetted materials

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Enterprise increased the number of overall points across all school grade cells. However, the Math Lowest 25% showed only a 2% increase from the previous year. Below is a breakdown of each grade-level and the lowest quartile. For this data, 4th grade showed a 14-point decrease.

Math Lowest 25%

4th Grade School Year 2026 67% and School Year 2025 81%

5th Grade School Year 2026 57% and School Year 2025 41%

6th Grade School Year 2026 94% and School Year 2025 94%

The following are contributing factors to showing this small amount of growth:

- Lack of consistent collaborative planning among grade-level teachers and ESE teachers (Most of the Lowest 25% is comprised of SWD students.)
- ESE staffing changes and shortages with shifting caseloads
- A lack of cohesiveness within the team supporting planning structures and the use of non-

vetted materials

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our ELA, Math, and Science scores were above the district and state averages. The grade level closest to the state average (59%) was 4th grade (68%).

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance is still an area of concern. Our 24-25 YTD was 93.91%, and our 25-26 YTD was 94.01%. Our chronic absenteeism went from 24-25 YTD 16.59% to 25-26 YTD 13.89% Need to figure out the number of students.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

ELA Learning Gains (Lowest Cell in School Grade 69)

ELA Achievement

Maintain Science Proficiency

Maintain Math Proficiency

SWD Subgroup

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

ELA proficiency scores remained at 68% for the 23-24 and 24-25 school years. Enterprise reached 76% in SY25–26, exceeding both the district and state averages. The biggest impact of this 8-point gain was in collaborative planning, the use of vetted materials, full-time literacy coaching, coaching cycles, and the delivery of professional learning. Enterprise will need to expand and strengthen current practices to increase overall student proficiency without a full-time site-based literacy coach.

3rd Grade 24-25 (65%) to 25-26 (75%)	District 25-25: 57%	State 25-26: 60%
4th Grade 24-25 (62%) to 25-26 (68%)	District 25-25: 56%	State 25-26: 60%
5th Grade 24-25 (64%) to 25-26 (79%)	District 25-25: 56%	State 25-26: 62%
6th Grade 24-25 (76%) to 25-26 (84%)	District 25-25: 60%	State 25-26: 62%

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In 2027, the percent of students proficient (3+) on the FAST PM3 ELA assessment will increase from 76% to 79%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Assessment Data: After collaborative planning structures are in place, monitor i-Ready and statewide progress-monitoring/F.A.S.T. ELA assessments, including fluency data, to identify student proficiency levels and guide Tier 1 (core and small-group) and Tier 2 adjustments.

Targeted Instruction: Use formative assessments and checks for understanding to determine and

adjust small-group instruction during the core ELA block.

Walkthrough Alignment: Conduct weekly classroom walkthroughs in Tier 1 core classrooms and Tier 2 support classrooms to identify evidence that agreed-upon content and instructional practices from collaborative planning are visible in instruction.

Person responsible for monitoring outcome

Kelli Dufresne & Stephanie Terapak

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Explicit Instruction: Explicit instruction is the primary instructional lever used by leadership, literacy coaches, and teachers to implement the district-adopted curriculum. As defined by the Bureau of School Improvement (BSI), it is intentional teaching with clear, direct presentation of content, concepts, and skills that does not rely on student inferencing. Instruction follows a structured, evidence-based approach—modeling, guided practice, and Gradual Release Model (I Do, We Do, You Do)—with intentional sequencing, frequent checks for understanding, and ongoing feedback to ensure mastery.

Rationale:

Although Enterprise increased by eight (8) points and is high-performing, reading proficiency remained stagnant over the previous three years, indicating a need to strengthen core instruction to accelerate growth. Also, with the number of instructional personnel leaving, it is imperative to build capacity. Implementation of Florida's state standards through the district-adopted curricula—Benchmark Advance 2026, UFLI, and SAVVAS myPerspectives 2026—provides the foundation for high-quality literacy instruction. Consistent, explicit, and systematic instruction is ensured through intentional planning, modeling, and ongoing coaching by school-based teams, who support teachers in effectively using the curriculum. This includes a focus on clear modeling, guided practice, targeted feedback, and gradual release to close skill gaps and increase student proficiency.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

1st Quarter: Establish Coherent Tier 1 Instruction

Person Monitoring:

Kelli Dufresne & Stephanie Terapak

By When/Frequency:

By October 13th/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:**Leadership Actions:**

- Establish and communicate clear expectations for Tier 1 ELA explicit, standards-aligned instruction (new 105 minute reading block) using Benchmark Advance 2026, UFLI, and SAVVAS as the first source for instruction. [Expectations based on FDOE Literacy Instruction Practice Profiles].
- Use gradual release model (I Do, We Do, You Do).
- * Clear modeling and think-alouds
- * Guided practice with in the moment feedback
- * Checks for Understanding (CFUs) with immediate instructional response
- * Structured student discourse tied to learning targets/intentions
- Develop norms for collaborative planning structure with coach/leadership.
- * Planning for I Do, We Do, You Do
- * Identifying CFUs in advance
- * Anticipating student errors and misconceptions.
- Set up collaborative planning time where grade-level teams work with the ESE Support Facilitator to connect Tier 1 instruction and interventions.
- Establish expectations for UFLI implementation in K–2, including daily structured phonics lessons and routine fluency checks.
- Plan and communicate a system of monitoring.
- * Calendar for walkthroughs
- * Calendar for collaborative planning
- * Coaching cycles
- * Create and Calibrate walkthrough tool with leadership team.

Literacy Coach Actions:

- Support teachers with using explicit instruction and gradual release in daily lessons.
- Help K–2 teachers implement UFLI with fidelity, including phonics routines and fluency practice.
- Lead collaborative planning conversations on aligning Tier 1 instruction and supporting ESE students in general education classrooms.
- Model gradual release in collaborative planning and during professional learning using instructional aligned materials.

Teacher Actions (Gen. Ed, ESE, ELL):

- Use Benchmark Advance, UFLI (K–2), and SAVVAS as the primary instructional resources to teach Florida State Standards.
- Implement explicit instruction using the gradual release model.
- * I Do: Model skills and thinking through clear think-alouds.
- * We Do: Guide students through scaffolded practice with teacher support.
- * You Do: Provide independent practice with immediate feedback.
- Use checks for understanding (CFUs) throughout instruction to monitor student understanding and adjust support.
- Collaborate with grade-level teams, ESE support facilitators, and ELL staff during planning to support all learners.
- K–2 teachers implement consistent daily UFLI lessons, weekly assessments and fluency checks to monitor foundational reading skills and form small groups.

Action Step #2

2nd Quarter

Person Monitoring:

Kelli Dufresne & Stephanie Terapak

By When/Frequency:

By January 8th/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:**Leadership Actions:**

- Plan with Lit Coach professional learning on I Do and We Do.
- Facilitate structured data meetings to analyze student performance and align Tier 1 instruction with Tier 2 and Tier 3 supports.
- Monitor K–2 UFLI implementation and make sure fluency checks are happening consistently.
- Use FAST, i-Ready, and classroom data to check student progress and guide next steps.
- Make sure Tier 2 and Tier 3 interventions connect back to what students are learning in Tier 1.
- Conduct walkthroughs to monitor expectations for explicit instruction established in Q1, and provide feedback on the I Do and We Do.

Literacy Coach Actions:

- Lead data discussions that connect Tier 1 instruction, intervention, and student outcomes.
- Support Tier 1 and intervention teachers in planning lessons using district curriculum and explicit instruction strategies (e.g., Gradual Release Model, etc.).
- Model explicit instruction focusing on I Do and We Do (clear modeling, think-alouds, guided practice) during small-group and whole-group lessons.
- Coach teachers on using Checks for Understanding - CFUs (Checks for Understanding) and adjusting explicit instruction based on student data.

Teacher Actions (Gen. Ed, ESE, ELL):

- Continue implementing standards-aligned curriculum materials consistently in both Tier 1 and intervention settings.
- Collaboratively plan explicit instruction lessons using Benchmark Advance and SAVVAS to strengthen alignment between Tier 1 and Tier 2 instruction.
- Implement explicit instruction daily in whole-group and small-group settings using modeling, guided practice, independent practice, and targeted scaffolds.
- Use CFUs, formative assessments, and student data to adjust instruction and intervention supports.
- Maintain consistent instructional routines, academic language, and scaffolds across Tier 1 and Tier 2 settings to improve instructional coherence.
- Continue daily UFLI implementation (K-2), and use regular fluency checks to monitor and respond to student growth.

Action Step #3

3rd Quarter

Person Monitoring:

Kelli Dufresne & Stephanie Terapak

By When/Frequency:

By March 16th/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:**Leadership Actions:**

- Identify instructional gaps using walkthroughs and data trends.
- Inspect intervention for connections directly to what students are learning in Tier 1.
- Highlight and scale high-impact instructional practices. Spot strong classrooms using explicit instruction well and share those practices.
- Check that UFLI and fluency routines in K–2 are improving student reading skills.

Literacy Coach Actions:

- Model strong explicit instruction in both whole group and small group settings (e.g., clear modeling, think-alouds, guided practice).

- Help teachers improve lesson delivery—especially pacing, modeling, and guided practice.
 - Coach teachers on using student data during lessons to adjust instruction in the moment.
 - Lead collaborative planning conversations on how explicit instruction is impacting student learning.
- Teacher Actions (Gen. Ed, ESE, ELL):
- Strengthen explicit instruction practices by increasing opportunities for student discourse, collaborative practice, and higher-order questioning during guided instruction.
 - Use exit tickets, quick checks, and quizzes to identify specific skill gaps, and adjust next lesson (i.e., Tier 1, reteach, or enrichment) to target those needs.
 - Implement consistent feedback practices that provide students with immediate corrective feedback and opportunities to explain their thinking.
 - Use formative assessment data to regroup students and align Tier 1 and Tier 2 supports to student needs.
 - Collaborate regularly across Gen. Ed, ESE, and ELL teams to ensure consistent instructional routines, pacing, expectations, and support across learning environments.

Action Step #4

4th Quarter

Person Monitoring:

Kelli Dufresne & Stephanie Terapak

By When/Frequency:

By May 26th/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Leadership Actions:

- Review FAST, i-Ready, fluency data (K–2), and classroom assessments to see overall growth and how well Tier 1 and intervention are working together.
- When data shows students are not making expected gains, put extra supports in place (e.g., reteach blocks, added intervention time, “all hands on deck” scheduling, focused small groups).
- Focus support on bubble students and students close to proficiency to maximize learning gains.

Literacy Coach Actions:

- Help teams analyze data to identify students not yet making progress and specific skill gaps.
- Support planning for reteach, enrichment, and small-group intervention based on student needs.
- Model and support “all hands on deck” response strategies (e.g., targeted groups, flexible grouping, intensive reteach cycles).
- Share strong examples of effective Tier 1 and intervention instruction tied to student growth.

Teacher Actions (Gen. Ed, ESE, ELL):

- Consistently implement explicit instruction routines with strong alignment between Tier 1 instruction and intervention supports.
- Increase opportunities for student discourse, collaborative learning, and higher-order questioning during guided instruction.
- Provide immediate corrective feedback and opportunities for students to explain their thinking.
- Use formative assessment data to regroup students and align Tier 1 and Tier 2 supports to student needs.
- Collaborate across Gen. Ed, ESE, and ELL teams to maintain consistent instructional routines, pacing, expectations, and supports across learning environments.

Area of Focus #2

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Math proficiency reached 84% in SY25–26, exceeding both district and state averages. Performance had been 73% in SY22–23; 72% in SY23–24; and 77% in SY24-25. While our performance was consistent, we recognized the need to strengthen instructional practices to move beyond the current performance and increase overall student proficiency.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In 2027, the percentage of students proficient (3+) on the Math Assessment will increase from 84% to 88%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Assessment Data: After collaborative planning is in place, monitor i-Ready and statewide progress-monitoring/F.A.S.T. Math assessments, including exit tickets, standards mastery, and unit assessments, to identify student proficiency levels and to guide Tier 1 (core and small-group) and Tier 2 adjustments.

Targeted Instruction: Use formative assessments and exit tickets to determine and adjust small-group instruction during the core Math block.

Walkthrough Alignment: Conduct weekly classroom walkthroughs in Tier 1 core classrooms and Tier 2 support classrooms to identify evidence that agreed-upon content and instructional practices from collaborative planning are visible in instruction.

Person responsible for monitoring outcome

Kelli Dufresne & Stephanie Terapak

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Explicit Instruction: Explicit instruction is the primary instructional lever used by leadership, math

coaches, and teachers to implement the district-adopted curriculum. As defined by the Bureau of School Improvement (BSI), it is intentional teaching with clear, direct presentation of content, concepts, and skills that does not rely on student inferencing. Instruction follows a structured, evidence-based approach—modeling, guided practice, and Gradual Release Model (I Do, We Do, You Do)—with intentional sequencing, frequent checks for understanding, and ongoing feedback to ensure mastery.

Rationale:

Although the school is high performing, math proficiency has ranged between 72% and 77% over the last three years, indicating a need to strengthen core instruction to accelerate growth. Implementation of Florida's state standards through the district-adopted curricula—REVEAL, and EdGems— provides the foundation for high-quality math instruction. Consistent, explicit, and systematic instruction is ensured through intentional planning, modeling, and ongoing coaching by school-based teams, who support teachers in effectively using the curriculum. This includes a focus on: ●Modeling step-by-step problem solving with think-alouds (I Do, We Do, You Do) ●Explicit modeling of Big M strategies ●Student discourse that emphasizes reasoning and justification of strategies ●Multiple representations ●Timely targeted feedback

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Quarter 1: Establish Coherent Tier 1 Instruction

Person Monitoring:

Kelli Dufresne & Stephanie Terapak

By When/Frequency:

By October 13th/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Leadership Actions:

- Teacher Leader and Member of Math Cadre provide training on ALDs.
- Establish and communicate clear expectations for Tier 1 Math explicit, standards-aligned instruction using REVEAL and EdGems as the first source for instruction.
- *Explicit teaching of “Big M” strategies (models, diagrams, representations)
- *Emphasis on reasoning and justification of answers
- *Student discourse focused on explaining thinking and strategies
- *Multiple representations (tables, graphs, number lines, equations)
- Set up collaborative planning time where grade-level teams work with the ESE Support Facilitator to connect Tier 1 instruction and interventions.
- Develop norms for collaborative planning structure with leadership.
- *Plan common problem-solving tasks and assessments
- *Misconceptions/errors
- *Plan for student discourse
- Plan and communicate a system of monitoring.
- *Calendar for walkthroughs
- *Calendar for collaborative planning

***Coaching cycles**

- Create and calibrate the walkthrough tool with the leadership team.

Math Coach Actions:

- Ongoing communication with District Math Coach for support as needed.

Teacher Actions (Gen. Ed, ESE, ELL):

- Use REVEAL and EdGems as the primary instructional resources to teach Florida State Standards.
- Implement explicit instruction using the gradual release model:

*I Do: Model skills and thinking through clear think-alouds.

*We Do: Guide students through scaffolded practice with teacher support.

*You Do: Provide independent practice with immediate feedback.

- Use formative assessments and exit tickets throughout instruction to monitor student understanding and adjust support.

- Collaborate with grade-level teams, ESE support facilitators, and ELL staff during planning to support all learners.

Action Step #2

Quarter 2: Strengthen Structured Planning Time

Person Monitoring:

Kelli Dufresne & Stephanie Terapak

By When/Frequency:

By January 8th/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:**Leadership Actions:**

- Facilitate structured data meetings to analyze student performance and align Tier 1 instruction with Tier 2 and Tier 3 supports.
- Use FAST, i-Ready, and classroom data to check student progress and guide next steps.
- Make sure Tier 2 and Tier 3 interventions connect back to what students are learning in Tier 1.
- Conduct walkthroughs to monitor expectations for explicit instruction established in Q1 and provide feedback on the I Do and We Do.

Math Coach Actions:

- Continue ongoing communication with District Math Coach for support as needed.

Teacher Actions (Gen. Ed, ESE, ELL):

- Continue implementing standards-aligned curriculum materials consistently in both Tier 1 and intervention settings.
- Collaboratively plan explicit instruction lessons using REVEAL and EdGems to strengthen alignment between Tier 1 and Tier 2 instruction.
- Implement explicit instruction daily in whole-group and small-group settings using modeling, guided practice, independent practice, and targeted scaffolds. ● Use exit tickets, formative assessments, and student data to adjust instruction and intervention supports.
- Maintain consistent instructional routines, academic language, and scaffolds across Tier 1 and Tier 2 settings to improve instructional coherence.
- Facilitate goal setting in data notebooks (quarterly student goals).
- Grades 2-5 Standards Mastery Lessons are implemented.

Action Step #3

Quarter 3: Data-Driven Adjustments

Person Monitoring:

Kelli Dufresne & Stephanie Terapak

By When/Frequency:

By March 16th/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:**Leadership Actions:**

- Support collaborative planning time where grade-level teams work with the ESE Support Facilitator to connect Tier 1 instruction and interventions.
- Identify instructional gaps using walkthrough and data trends.
- Inspect intervention for connections directly to what students are learning in Tier 1.
- Highlight and scale high-impact instructional practices. Spot strong classrooms using explicit instruction well and share those practices.

Math Coach Actions:

- Continue ongoing communication with District Math Coach for support as needed.

Teacher Actions (Gen. Ed, ESE, ELL):

- Strengthen explicit instruction practices by increasing opportunities for student discourse, collaborative practice, and higher-order questioning during guided instruction.
- Use exit tickets, quick checks, and quizzes to identify specific skill gaps, then adjust next lesson (i.e., Tier 1, reteach, or enrichment) to target those needs. •Implement consistent feedback practices that provide students with immediate corrective feedback and opportunities to explain their thinking.
- Increase opportunities for student discourse, collaborative learning, and higher-order questioning during guided instruction.
- Use formative assessment data to regroup students and align Tier 1 and Tier 2 supports to student needs.
- Collaborate regularly across Gen. Ed, ESE, and ELL teams to ensure consistent instructional routines, pacing, expectations, and support across learning environments.
- Facilitate goal setting in data notebooks (quarterly student goals).
- Grades 2-5 Standards Mastery Lessons are implemented.
- Utilize item analysis from PM2 to identify gaps and adjust instruction.
- Utilize remediation and Benchmark slides to review first semester benchmarks based on gaps.

Action Step #4

Quarter 4: Monitor and Adjust

Person Monitoring:

Kelli Dufresne & Stephanie Terapak

By When/Frequency:

By May 26th/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Leadership Actions:

- Review FAST, i-Ready, and classroom assessments to see overall growth and how well Tier 1 and intervention are working together.
- When data shows students are not making expected gains, put extra supports in place (e.g., reteach blocks, added intervention time, “all hands on deck” scheduling, focused small groups).
- Conduct data chats with students to set goals for PM3.

Math Coach Actions:

- Continue ongoing communication with District Math Coach for support as needed.

Teacher Actions (Gen. Ed, ESE, ELL):

- Consistently implement explicit instruction routines with strong alignment between Tier 1 instruction and intervention supports.
- Increase opportunities for student discourse, collaborative learning, and higher-order questioning during guided instruction.
- Provide immediate corrective feedback and opportunities for students to explain their thinking.
- Use formative assessment data to regroup students and align Tier 1 and Tier 2 supports to student needs.
- Collaborate across Gen. Ed, ESE, and ELL teams to maintain consistent instructional routines, pacing, expectations, and supports across learning environments.
- Facilitate goal setting in data notebooks (quarterly student goals).

- Grades 2-5 Standards Mastery Lessons are implemented

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For the 2026 SSA assessment, our 5th-grade students scored 87%, which is a 16-point increase from the 2025 school year.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In 2027, 5th-grade Science will increase by 3 percentage points over last year's Spring administration of the Florida Statewide Science Assessment, from 87% to 90% proficient.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor Penda Science weekly for grades 3-6, focusing on usage and the percentage of students scoring at or above the 80% benchmark for each lesson. Students in fifth grade will complete SSA Parts 1 and 2 in Penda Science, and data will be used to plan for whole-group and small-group instruction. Students in grades 3-6 will complete District summative unit assessments. Teachers will discuss the results of these assessments during grade-level Science planning to identify strengths (80% and above) and weaknesses (below 80%) on benchmarks tested within each unit. Instructional adjustments will be made accordingly. Fifth grade students will set goals and track their scores in data notebooks.

Walkthrough Alignment: Conduct weekly classroom walkthroughs during Tier 1 Science instruction to look for evidence that agreed-upon content and instructional practices are visible.

Person responsible for monitoring outcome

Kelli Dufresne & Stephanie Terapak

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Explicit Instruction: Explicit instruction is the primary instructional lever used by leadership and teachers to implement the district-adopted curriculum. As defined by the Bureau of School Improvement (BSI), it is intentional teaching with clear, direct presentation of content, concepts, and skills that does not rely on student inferencing. Instruction follows a structured, evidence-based approach which includes: ●Use of the 5E Model ●Modeling of investigative process ●Integration of lab findings through writing (CER) ●Student discourse of observations and conclusions ●Use Checks for Understanding (e.g., science notebooks and lab reflections to identify misconceptions)

Rationale:

Although Enterprise Elementary science scores have increased significantly compared with previous years, we must maintain and strengthen science instruction to support student achievement. Implementation of Florida's state standards through the district-adopted curricula—STEMscopes 2.0 and Discovery Education— provides the foundation for high-quality science instruction. Consistent, explicit, and systematic instruction is ensured through intentional planning and instructional delivery. This includes a focus on instruction that follows a structured, evidence-based approach, which includes: ●Use of the 5E Model ●Modeling of investigative process ●Integration of Lab findings through writing (CER) ●Student discourse of observations and conclusions ●Use Checks for Understanding (e.g., science notebooks and lab reflections to identify misconceptions)

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Quarter 1: Establish Coherent Tier 1 Instruction

Person Monitoring:

Kelli Dufresne & Stephanie Terapak

By When/Frequency:

By October 13th/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Leadership Actions:

- Establish and communicate clear expectations for Tier 1 Science: explicit, standards-aligned instruction using STEMscopes 2.0 (K-5) and Discovery Education (6th grade), that include the 5E model and explicit vocabulary instruction.
- Use Gradual Release Model (I Do, We Do, You Do)
- *Clear modeling
- *Guided practice with in-the-moment feedback
- *Checks for Understanding (CFUs) with immediate instructional response
- *Structured student discourse tied to learning targets/intentions.
- Plan and communicate a system of monitoring.
- * Calendar for walkthroughs

- * Calendar for collaborative planning, especially 5th grade teachers and STEM teacher
- Create and calibrate walkthrough tool with leadership team.
- Establish a master schedule that protects weekly planning time for content teachers (including STEM with 5th grade).
- Continue sending weekly Penda Data updates to each grade level (3-6).

STEM Teacher Actions:

- Support teachers with using explicit instruction and gradual release in daily lessons, including the 5E model and explicit vocabulary instruction.
- Develop list of Word of the Week words, along with a year-long calendar, for school-wide Science vocabulary.
- Create weekly videos for each Word of the Week.
- Create data notebook pages for the Unit Summative Assessments.
- Celebrate Monthly Penda grade level winners.

Teacher Actions (Gen. Ed, ESE, ELL):

- Use STEMscopes 2.0 and Discovery Learning as the primary instructional resources to teach Florida State Standards.
- Implement explicit instruction using the 5E model (i.e., Engage, Explore, Explain, Elaborate, Evaluate).
- Use Gradual Release Model to reinforce vocabulary.
- * I Do: Clear modeling and think-alouds for annotating text
- * We Do: Scaffolded practice with teacher support to identify key vocabulary and central ideas in nonfiction science text
- * You Do: Independent practice with immediate feedback. (e.g., note-taking for Penda lessons and application of key vocabulary terms for student vocabulary notebooks)
- Use Checks for Understanding (CFUs) throughout instruction to monitor student understanding and adjust support.
- Utilize Penda Science with students each week.
- Implement Word of the Week activities with students.
- During collaborative planning, plan at least one (1) hands-on science activity per week.
- Determine which common assessments will be given throughout the year based on data. The weakest domain in the 5th-grade SSA for 25-26 was Life Science.
- Collaborate among 5th grade Gen. Ed, ESE, and STEM teacher teams to ensure continuity with pacing, expectations, and supports across science blocks.

Action Step #2

Quarter 2: Strengthen Structured Planning Time

Person Monitoring:

Kelli Dufresne & Stephanie Terapak

By When/Frequency:

By January 8th/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Leadership Actions:

- Facilitate structured data meetings to analyze student performance and align Tier 1 instruction.
- Use Penda, district summative assessments, and classroom data to check student progress and guide next steps.
- Conduct walkthroughs to monitor expectations for explicit instruction established in Q1 and provide feedback on the I Do and We Do (vocabulary/notetaking) and 5E Model.

STEM Teacher Actions:

- Lead student data discussions about formative science assessments in data notebooks.
- Continue implementing Word of the Week for schoolwide vocabulary instruction.

- Identify standards below 80% to target spiral review to reach 80% mastery.
 - Uphold monthly celebration of Penda grade level winners.
- Teacher Actions (Gen. Ed, ESE, ELL):
- Continue implementing standards-aligned curriculum materials consistently in Tier 1.
 - Collaboratively plan explicit instruction lessons using STEMscopes 2.0 and Discovery Education to strengthen Tier 1 instruction.
 - Implement explicit instruction daily in whole-group settings using modeling, guided practice, independent practice, and targeted scaffolds.
 - Use CFUs, formative assessments, and student data to adjust instruction in Tier 1.
 - Maintain consistent instructional routines, academic language, and scaffolds in Tier 1 to improve instructional coherence.
 - Identify standards below 80% to target spiral review to reach 80% mastery.
 - Collaborate among 5th grade Gen. Ed, ESE, and STEM teacher teams to ensure continuity with pacing, expectations, and supports across science blocks.

Action Step #3

Quarter 3: Data-Driven Adjustments

Person Monitoring:

Kelli Dufresne & Stephanie Terapak

By When/Frequency:

By March 16th/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Leadership Actions:

- Identify instructional gaps using walkthroughs and data trends.
- Highlight and scale high-impact instructional practices and share those practices.

STEM Teacher Actions:

- Model strong explicit instruction in whole-group settings (modeling of lab procedures, student discourse, structured investigations, and lab write-ups).
- Continue implementation of the Word of the Week school-wide vocabulary instruction.
- Identify standards below 80% to target spiral review to reach 80% mastery.
- Uphold monthly celebration of Penda grade level winners.

Teacher Actions (Gen. Ed, ESE, ELL):

- Strengthen explicit instruction practices by increasing opportunities for student discourse, collaborative practice, and higher-order questioning during guided instruction.
- Use Penda mini-assessments and district formative assessments to identify specific skill gaps and adjust next lesson (i.e., Tier 1, reteach, or enrichment) to target those needs.
- Implement consistent feedback practices that provide students with immediate corrective feedback and opportunities to explain their thinking.
- Identify standards below 80% to target spiral review to reach 80% mastery.
- Collaborate among 5th grade Gen. Ed, ESE, and STEM teacher teams to ensure continuity with pacing, expectations, and supports across science blocks.

Action Step #4

Quarter 4: Monitor and Adjust

Person Monitoring:

Kelli Dufresne & Stephanie Terapak

By When/Frequency:

By May 26th/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Leadership Actions:

- Review Penda, district formative assessments, and classroom assessments to see overall growth.
- When data shows students are not making expected progress, put extra supports in place (review

standards during whole group or small group instruction depending on data).

STEM Teacher Actions:

- Plan Science Blitz with 5th grade teachers based on data.
- Continue implementation of the Word of the Week school-wide vocabulary instruction.
- Identify standards below 80% to target spiral review to reach 80% mastery.
- Uphold monthly celebration of Penda grade level winners.
- Implement Science Boot Camp alongside 5th grade Science teachers.

Teacher Actions (Gen Ed, ESE, ELL):

- Consistently implement explicit instruction routines with strong alignment with Tier 1 instruction.
- Increase opportunities for student discourse, collaborative learning, and higher-order questioning during guided instruction, including hands-on labs/activities.
- Provide immediate corrective feedback and opportunities for students to explain their thinking.
- Continue implementation of the Word of the Week school-wide vocabulary instruction.
- Identify standards below 80% to target spiral review to reach 80% mastery.
- Implement Science Boot Camp alongside STEM teacher.
- Collaborate among 5th grade Gen Ed, ESE, and STEM teacher teams to ensure continuity with pacing, expectations, and supports across science blocks.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The focus on improving student attendance is critical for ensuring that students are consistently engaged in the learning process. Regular attendance is directly linked to academic success and overall student well-being. Prior-year data indicated that attendance rates were below the desired levels, impacting student learning outcomes. By addressing student attendance, we aim to create a culture of accountability and support, ensuring students are present and ready to learn. Despite the district's Attend, Lean, and Succeed initiative, Enterprise only increased YTD attendance from () to (%). In the 2025-2026 school year, 77 (14%) students had attendance below the 90% expectation. The process for reporting attendance concerns to the guidance counselor has proven ineffective. Little documentation exists of attempts to conference with parents regarding the attendance barrier through phone calls or MTSS.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the 2025-2026 school year, our attendance did not meet the 95% expectation. Our increase from

the previous year was only 0.1% to 94.01%. Chronic absentee dropped from 16.59% to 13.89%.

For the 2026-2027 school year, our goal is to reach 95% for our Average Daily Attendance and decrease our chronically absent students to 10%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance reports will be run daily to identify individual students who are absent, and Average Daily Attendance Reports will be run monthly and monitored by the leadership team. Data from the reports will be shared with all stakeholders.

Person responsible for monitoring outcome

Kelli Dufresne & Jobie Woltman

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Personalized Support

Rationale:

Targeted, personalized support effectively addresses the diverse and often complex reasons behind chronic absenteeism. By regularly reviewing data, the MTSS team can promptly identify students at risk and tailor interventions to their unique needs. This proactive and responsive strategy ensures that each student receives the appropriate level of support, thereby improving attendance rates and fostering a more inclusive and supportive school environment. Collaboration with families is also critical, as it helps address external factors influencing attendance and builds a partnership to ensure the student's success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Quarter 1: Laying the Foundation

Person Monitoring:

Jobie Woltman

By When/Frequency:

By October 13th/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Leadership Actions

- Establish an Attendance Team that meets biweekly to review attendance data.
- Develop and implement a standardized Attendance Intervention Log for documenting parent contacts, identified barriers, and follow-up actions.

Guidance Counselor Actions:

- Create weekly attendance reports identifying students with 3, 5, and 10 absences and distribute them to teachers and administrators.
- Train staff on attendance expectations, intervention procedures, and documentation requirements.
- Launch schoolwide attendance incentives and communicate attendance expectations to families.
- Weekly mentoring with students with 5 or more absences

Teacher Actions:

- Monitor student attendance and communicate with families of students with 3-5 absences within 48 hours.
- Log all communication with families in FOCUS.

Action Step #2

Quarter 2: Building the Momentum

Person Monitoring:

Jobie Woltman

By When/Frequency:

By October 13th/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Leadership Actions:

- Monitor weekly attendance data to identify students demonstrating attendance concerns.

Guidance Counselor Actions:

- Implement Tier 2 and Tier 3 interventions, including parent conferences and attendance improvement plans for identified students.
- Review intervention documentation during Attendance Team meetings to ensure timely follow-up and fidelity of implementation.
- Continue monthly attendance recognition for students and classrooms.
- Weekly mentoring with students with 8 or more absences

Teacher Actions:

- Monitor student attendance and communicate with families of students with 3-5 absences within 48 hours.
- Log all communication with families in FOCUS.

Action Step #3

Quarter 3: Strengthening Success

Person Monitoring:

Jobie Woltman

By When/Frequency:

By January 8th/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Leadership Actions:

- Analyze mid-year attendance data to identify trends by grade level, subgroup, and individual students.

Guidance Counselor Actions:

- Adjust intervention plans based on identified barriers and student response to interventions.
- Conduct fidelity checks to ensure attendance procedures and documentation are implemented consistently across grade levels.

- Increase family outreach for students approaching chronic absenteeism.
- Weekly mentoring with students with 10 or more absences

Teacher Actions:

- Monitor student attendance and communicate with families of students with 3-5 absences within 48 hours.
- Log all communication with families in FOCUS.
- Attend Parent Conferences with families to identify attendance barriers.

Action Step #4

Quarter 4: Celebrating Growth

Person Monitoring:

Jobie Woltman

By When/Frequency:

By May 27th/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Leadership Actions:

- Continue targeted interventions for students with chronic absenteeism.
- Evaluate the effectiveness of attendance initiatives by comparing ADA, chronic absenteeism rates, and intervention outcomes to baseline data.

Guidance Counselor Actions:

- Recognize student, classroom, and grade-level attendance achievements.
- Review attendance data to determine successful practices and revise the attendance plan for the following school year.
- Weekly mentoring with students with 12 or more absences

Teacher Actions:

- Monitor student attendance and communicate with families of students with 3-5 absences within 48 hours.
- Log all communication with families in FOCUS.
- Attend Parent Conferences with families to identify attendance barriers.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00