

Escambia County School District

# Hellen Caro Elementary School



2015-16 School Improvement Plan

## Hellen Caro Elementary School

12551 MEADSON RD, Pensacola, FL 32506

www.escambia.k12.fl.us

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	36%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	29%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Escambia County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Hellen Caro Elementary is to create a learning environment that provides every student with the skills necessary to ensure success for their future education through a partnership among parents, school staff, teachers and community.

##### **Provide the school's vision statement**

The vision of Hellen Caro Elementary School is to create an environment where students want to learn, faculty and staff want to work, and parents want to send their children to school.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

One of the primary goals of Hellen Caro Elementary this year is to increase student engagement by building relationships. Funds from the "Tracking the Troops with Military Precision" grant are used to provide training in "Kagan Strategies for Cooperative Learning". Teachers gather data about students' interest, culture, learning styles, and preferences. Teachers use the information gleaned from student surveys to form cooperative learning groups. The cooperative groups foster a community atmosphere and create positive relationships.

Hellen Caro Elementary participates in a school wide cultural study through "The Global Corner". The cultural study is funded by the Hellen Caro P.T.A. This year our global passport will take the students on a virtual trip of Kenya. Students will learn the language, culture, geography, food, and art of Kenya.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

The behavioral mission statement of Hellen Caro is: We, the staff and students at Hellen Caro Elementary, commit ourselves to working together to provide a positive, safe, and predictable school environment that encourages learning.

To successfully implement our behavior mission, all faculty, staff, and students are trained on the school-wide expectations and rules. Students receive character education training and anti-bullying training through the "Learning for Life" curriculum. Safety drills for weather, fire, school bus evacuation, and school intruder are conducted at regular intervals. Positive Thoughts by Positive Students are presently daily on the school's close circuit T.V. network (WCSN).

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The school-wide behavioral management plan was developed by a committee consisting of administrators, teachers, and parents. The expectations are taught and modeled by teachers and school counselors. Each classroom implements a citizenship system that supports the school-wide expectations for behavior. Training for the faculty, staff, and bus drivers is conducted at the beginning of each school year.



**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The social and emotional needs of students are met through counseling and mentoring services. Hellen Caro houses two school guidance counselors and one Military Family Liaison counselor. All counselors routinely conduct group and individual sessions. The school guidance counselors provide referral information and other resources to families who present a need.

This year we will participate in the "Youth Motivator Mentoring Program". This program provides an adult mentor for students who are referred by their teacher or by parent request. Students will meet with their mentor once a week.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Hellen Caro Elementary's early warning system includes the following: Chronic absenteeism, Math or Reading course failure, Level 1 FSA scores in Reading and/or Math, and one or more suspensions. Attendance, grades, and suspensions are tracked and monitored through the FOCUS program. FSA scores are monitored and reviewed through Data Star. In addition all students participate in STAR Testing three times a year to monitor student progress.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	2	9	13	8	14	14	60
One or more suspensions	0	0	0	0	1	1	2
Course failure in ELA or Math	5	6	1	0	1	4	17
Level 1 on statewide assessment	4	3	0	6	3	12	28

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	3	2	1	1	1	2	10

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

RTI/MTSS

Child Study Team for Attendance

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

Parent Conferences for all grade levels  
 School Advisory Council  
 All Hands Tuesdays PTA  
 Open House  
 Orientation  
 Volunteers  
 Focus Grade Book

### **Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Hellen Caro Elementary has a very active P.T.A. and a large number of volunteers. Each year we participate in a partnership signing with our Partners in Education. Partners for the 2015-2016 school year include, Domino's Pizza, Sonic America's Drive-In, Sam's Fun City, Chick-Fil-A and Perdido Bay United Methodist Church. Our Partners in Education provide student incentives, supplies, clothes, special programs, mentors and volunteers.

### Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

#### **School Leadership Team**

##### **Membership:**

Name	Title
Moore, Sandra	Principal
Fieg, Catrena	Assistant Principal
Whatley, Jennifer	Psychologist
McGinnis, Andrea	Other
Caves, Amanda	Teacher, K-12
Mosley, Keely	Teacher, K-12
Cook, Fran	Teacher, K-12
Papillion, Tara	Teacher, K-12
Yates, Holly	Teacher, K-12
Whitner, Sherry	Teacher, K-12
Bell, Saundar	Guidance Counselor

##### **Duties**

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

Principal/Assistant Principal: Provides a common vision for the use of data-based decision making, ensures that the school based team is implementing MTSS, conducts assessments of MTSS skills of the school staff, ensures professional development to support MTSS implementation, and communicates with parents and staff regarding school based MTSS plans and activities.

General Education Teacher: Provides information about the classroom performance and instruction, collects student's data, delivers Tier I instruction/strategies, works with other staff to implement Tier II interventions, and integrates Tier I with Tier II and III activities.

Exceptional Education Teacher: Participates in student data collection, integrates curriculum into Tier III instruction, and collaborates with the general education teacher.

School Guidance Counselor: Provides support to the student, parent, and teacher, assists and facilitates data collection activities, assists in data analysis, and coordinates the implementation of Tier I, II, and III intervention activities.

School Psychologist: Participates in collection, interpretation, and analysis of data, facilitates development of intervention plans; provides support for interventions; fidelity, and documentation; provides professional development and problem solving; and facilitates data-based decision making activities.

Speech and Language Pathologist: Informs the team of the role language plays in the curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures, and helps identify systematic patterns of student need in regarding to language skills.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The MTSS team meets on a weekly basis to review student progress through the MTSS. Team members review screening data and link that data to instructional decisions. They also review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources that are needed to meet the needs of students in MTSS. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, practice new processes and skills, and make decisions about current and future implementation.

Professional Development is offered at both the school and district level. Please see each goal areas for specific professional development activities (in service education).

Services for English Language Learners (ELL) are provided as required by law. Several ELL 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 or are working towards ESOL endorsement on their teaching certificate. Our school is not an ESOL center and we serve 3 ELL students.

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

Hellen Caro uses SAI monies to buy additional classroom teaching supplies and materials for all K-5 and ESE classrooms. SAI monies are also sometimes used to fund transportation for educational field trips when needed.

The school offers non-violence and anti-drug programs to students that incorporate quest speaker, counseling, and classroom discussion. Red ribbon week is held in October with school-wide activities and guest speakers. Through our school's School Wide Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying.

Our school is committed to continue offering nutritious choices in the cafeteria. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

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

Head Start is offered through the school district although not applicable to Hellen Caro.

Adult Education is not applicable at Hellen Caro, but evening programs are offered at high schools. A "second chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

Career and Technical Education is not applicable to Hellen Caro Elementary.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Sandy Moore	Principal
Heather Torres	Parent
Mike Whitner	Business/Community
Mary Jordan	Business/Community
Dottie Rivas	Parent
Kitsi Biggerstaff-Mott	Parent
Monica Willis	Teacher
Brittany Evans	Education Support Employee
Terri Grimes	Parent
Jason Foree	Parent
Michelle McLeod	Parent

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

##### *Evaluation of last year's school improvement plan*

The School Improvement Plan is reviewed and discussed with the SAC throughout the year. They are an active part in looking at data and having input in the goals established. The SAC is also informed at the end of each school year how the school did in reaching the established goals.

##### *Development of this school improvement plan*

The Administration and School Advisory Council reviewed and discussed assessment, attendance, and behavior data. Strengths and weaknesses were identified and discussed. Strategies already in place were reviewed and evaluated for future implementation.

##### *Preparation of the school's annual budget and plan*

No School Improvement funds are available at this time.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

No School Improvement funds are available at this time.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

### Literacy Leadership Team (LLT)

#### Membership:

Name	Title
Moore, Sandra	Principal
Fieg, Catrena	Assistant Principal
Mosley, Keely	Teacher, K-12
Cook, Fran	Teacher, K-12
Caves, Amanda	Teacher, K-12
Papillion, Tara	Teacher, K-12
Yates, Holly	Teacher, K-12
Whitner, Sherry	Teacher, K-12

#### Duties

**Describe how the LLT promotes literacy within the school**

The LLT meets on a regular basis to discuss district ELA updates and research based strategies used to increase student learning gains. The team also plans school-wide reading initiatives such as Reading Across America and Celebrate Literacy Week. Teachers who serve on the LLT assist others in interpreting data and identifying additional resources for struggling students.

### Public and Collaborative Teaching

*The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).*

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Grade level curriculum and data meetings are held each week.  
Meeting agendas are submitted to the principal.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

START (Successful Teachers Assisting Rising Teachers)  
Quarterly Meetings with New Teachers  
Grade Level Buddies  
Bi-Monthly Faculty and Curriculum Meetings  
Contacting Previous Employers to Verify References  
Employee Recognition

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

STAR (Successful Teachers Assisting Rising Teachers)

Grade Level Buddy and Mentor for new teachers to Hellen Caro

Teachers and Mentors are assigned based on grade level, subject, and needs. The planned mentoring activities include but are not limited to: planning, observing, grade level meetings, and curriculum meetings.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

All core subjects follow district pacing guides. Pacing guides are written under the direction of subject area specialists and are designed to follow the Florida Standards. Discovery Education (DE) is used for progress monitoring towards proficiency of Florida Standards. Students then receive remediation or enrichment based on individual student data. Additionally, the Continuous Improvement Model (FCIM) is used to monitor and ensure the teaching of the math Florida Standards.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

DE, STAR, Moby Max and other relevant data are used to monitor individual student progress and mastery of the Florida Standards throughout the year. After each progress monitoring assessment, teachers create small groups based on student needs for enrichment and remediation. The small groups change based on data and student progress. The data is also used to drive the overall instruction and curriculum to be used by the classroom teacher.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: After School Program**

**Minutes added to school year: 0**

Students in grades 3-5 will have the opportunity to participate in Hellen Caro's after school program funded by a Military Grant. The grant titled "Tracking the Troops with Military Precision: Shipshape Students Marching Forward with STEM": provides additional support for students in the areas of math, science, and technology.

**Strategy Rationale**

Students participating in additional innovative STEM focused instruction will achieve increased levels of proficiency.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Moore, Sandra, smoore@escambia.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

STAR

Moby Max

Discovery Education Assessments and Reports

Florida Standards Assessment Tests in Reading, Math, Science, and Writing

Reading Wonders Weekly, Unit, and Benchmark Assessments

Go Math Assessments

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Parents and Guardians may choose from any one of the Escambia County's 80+ private pre-schools and faith based pre-schools. Children who live near a public school may be eligible to attend at that school.

Incoming kindergarten students are screened before school begins to determine the readiness of each child coming into our kindergarten program. Kindergarten students also participate in an additional orientation to help familiarize them with a school setting.

Hellen Caro works closely with our feeder middle school, Jim C. Bailey MS, to provide a smoother transition for our students into the middle school environment. 5th graders are introduced to extracurricular programs through flyers and assemblies presented by Jim C. Bailey's staff members.

Hellen Caro Elementary provides speech and language services to three and four years olds who are identified and staffed in the SLI program.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**



NA

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

NA

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

NA

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

NA

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.



## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase student engagement during instructional delivery through the use of peer-to-peer interaction, discussion, and listening.
- G2.** Increase math proficiency through the use of Professional Learning Communities and technology resources.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** Increase student engagement during instructional delivery through the use of peer-to-peer interaction, discussion, and listening. 1a

G067823

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	74.0

**Resources Available to Support the Goal** 2

- Whole Brain Teaching
- Common Core Standards
- Kagan Strategies
- Discovery Education
- Maker Spaces
- Maker Spaces
- Maker Spaces
- Genius Time
- Genius Time
- Genius Time
- Innovation Center
- Innovation Center
- Innovation Center

**Targeted Barriers to Achieving the Goal** 3

- Limited time for follow-up training
- Limited funds for training

**Plan to Monitor Progress Toward G1.** 8

Student Engagement, Whole Brain Teaching Strategies, Kagan Strategies, Discovery Education Assessments and Reports

**Person Responsible**

Sandra Moore

**Schedule**

Biweekly, from 9/11/2015 to 6/1/2016

**Evidence of Completion**

Professional Learning Sign-in sheets, Discovery Education School Reports, E3 Student Engagement Ratings, Teacher/Student Data Notebooks, Classroom Walk Through Data

**G2. Increase math proficiency through the use of Professional Learning Communities and technology resources.** 1a

**Targets Supported**

1b

G067824

Indicator	Annual Target
FSA Mathematics - Achievement	67.0

**Resources Available to Support the Goal** 2

- District Subject Area Specialist, Teacher on Special Assignment, and School Math Representative
- Math Pacing Guides and Math Item Specifications
- Mody Max Software

**Targeted Barriers to Achieving the Goal** 3

- Limited time to provide professional development.
- Limited funds to purchase teacher materials for each teacher.

**Plan to Monitor Progress Toward G2.** 8

DE Math Reports, Moby Max Reports, and FSA Math Assessment

**Person Responsible**

Sandra Moore

**Schedule**

Monthly, from 9/11/2015 to 6/1/2016

**Evidence of Completion**

DE Math Reports, Moby Max Reports, Go Math Assessments, and FSA Math Assessment

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       **S123456** = Quick Key

**G1.** Increase student engagement during instructional delivery through the use of peer-to-peer interaction, discussion, and listening. **1**

 **G067823**

**G1.B1** Limited time for follow-up training **2**

 **B175717**

**G1.B1.S1** Whole Brain Training Learning Community: The WBTLCL will continue to meet quarterly throughout the school year to explore structures and techniques. **4**

 **S186993**

### Strategy Rationale

Increased student engagement will result in increased student performance and achievement.

### Action Step 1 **5**

Whole Brain Teaching Learning Community

#### Person Responsible

Sandra Moore

#### Schedule

Quarterly, from 9/11/2015 to 6/1/2016

#### Evidence of Completion

Participants Sign-In Sheets

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

E3 Evaluation  
Classroom Walk-Thoughts  
Professional Development Plans  
Whole Brain Teaching Learning Community

**Person Responsible**

Sandra Moore

**Schedule**

Monthly, from 9/11/2015 to 6/1/2016

***Evidence of Completion***

E3 Evaluation Classroom Walk-Throughs End of the Year Professional Development Plans

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

E3 Evaluation  
Classroom Walk-Thoughts  
Professional Development Plans

**Person Responsible**

Sandra Moore


**Schedule**

Biweekly, from 9/11/2015 to 6/1/2016

***Evidence of Completion***

E3 Evaluation Classroom Walk-Thoughts End of the Year Professional Development Plans

**G1.B1.S2** Conduct Kagan training for 32 teachers. Future plans include training the remainder of the teachers. Share and model Kagan strategies at Faculty Meetings. 4

 S186994

### Strategy Rationale

Increased student engagement will result in increased student performance and achievement.

### Action Step 1 5

Send the remainder of teachers to Kagan Training

#### Person Responsible

Sandra Moore

#### Schedule

Annually, from 9/11/2015 to 6/1/2016

#### Evidence of Completion

Classroom Observations E3 Evaluation

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom Observations  
Walk-Throughs

#### Person Responsible

Sandra Moore

#### Schedule

Biweekly, from 9/11/2015 to 6/1/2016

#### Evidence of Completion

E3 Evaluation

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

E3 Evaluation  
Classroom Walk-Thoughts

**Person Responsible**

Sandra Moore


**Schedule**

Biweekly, from 9/11/2015 to 6/1/2016

***Evidence of Completion***

E3 Evaluation Classroom Walk-Thoughts

**G1.B1.S3** Conduct 6 hours of Reading Renaissance Training. School based trainers will attend district training and provide training to teachers on scheduled Plan/Learn days. 4

 S186995

**Strategy Rationale**

Teachers deeper knowledge of Accelerated Reading will increase effective implementation.

**Action Step 1** 5

Conduct 6 hours of Reading Renaissance Training

**Person Responsible**

Catrena Fieg

**Schedule**

On 10/12/2015

***Evidence of Completion***

Discovery Education Assessments and Reports Sign-in Logs

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Review and monitor Discovery Education Assessments and Reports

**Person Responsible**

Catrena Fieg

**Schedule**

Biweekly, from 9/11/2015 to 6/1/2016

***Evidence of Completion***

Discovery Education Assessments and Reports Sign-in Log

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Discovery Education Assessments and Reports

**Person Responsible**

Sandra Moore

**Schedule**

Biweekly, from 9/11/2015 to 6/1/2016

***Evidence of Completion***

Discovery Education Assessments and Reports Sign-in Logs

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Classroom Walk-Throughs  
Classroom Observations  
Sign-in Logs

**Person Responsible**

Sandra Moore

**Schedule**

Monthly, from 9/11/2015 to 6/1/2016

***Evidence of Completion***

Classroom Walk-Throughs Classroom Observations Sign-in Logs



**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Whole Brain Training Learning Community

**Person Responsible**

Sandra Moore


**Schedule**

Monthly, from 9/11/2015 to 6/1/2016


**Evidence of Completion**

Sign-in Logs Classroom Walk-Throughs

**G1.B2** Limited funds for training 2

 B175718

**G1.B2.S2** Utilize Teacher Leaders to train teachers. 4

 S186997

**Strategy Rationale**

Using teachers as trainers eliminates the cost of pay a consultant.

**Action Step 1** 5

Discovery Education Training

**Person Responsible**

Catrena Fieg

**Schedule**

Quarterly, from 9/11/2015 to 6/1/2016

**Evidence of Completion**

Discovery Education Assessments and Reports Training Sign-in log

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Whole Brain Teaching Learning Community and Discovery Education Trainings

**Person Responsible**

Sandra Moore

**Schedule**

Quarterly, from 9/11/2015 to 6/1/2016

***Evidence of Completion***

Discovery Education Assessments and Reports Sign-in Sheets Professional Development Plans

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

Whole Brain Teaching Learning Community and Discovery Education Trainings

**Person Responsible**

Sandra Moore

**Schedule**

Quarterly, from 9/11/2015 to 6/1/2016


***Evidence of Completion***

Discovery Education Assessments and Reports Sign-in Sheets Professional Development Plans


**G2.** Increase math proficiency through the use of Professional Learning Communities and technology resources. 1

 G067824

**G2.B1** Limited time to provide professional development. 2

 B175719

**G2.B1.S1** Schedule trainings in small chunks after school. 4

 S186999

### **Strategy Rationale**

After school trainings eliminates the need to pay for substitute teachers.

### **Action Step 1** 5

Train teachers in the use of Moby Max software in small chunks after school.

#### **Person Responsible**

Sandra Moore

#### **Schedule**

Quarterly, from 9/11/2015 to 6/1/2016

#### **Evidence of Completion**

DE Math Assessments Moby Max Reports Classroom Walk-throughs E3 Observations

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Moby Max Training and Implementation

#### **Person Responsible**

Sandra Moore

#### **Schedule**

Quarterly, from 9/11/2015 to 6/1/2016

#### **Evidence of Completion**

Sign-in Logs Moby Max Reports

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

DE Math Reports, Moby Max Reports, and FSA Math

**Person Responsible**

Sandra Moore


**Schedule**

Monthly, from 9/11/2015 to 6/1/2016


**Evidence of Completion**

DE Math Reports, Moby Max Reports, and FSA Math

**G2.B2** Limited funds to purchase teacher materials for each teacher. 2

 B175720

**G2.B2.S1** Utilize District Subject Area Specialist, Teacher on Special Assignment, and Teacher Leaders for training. 4

 S187001

**Strategy Rationale**

Utilizing district personnel and teachers as trainers eliminates the cost of pay an outside consultant.

**Action Step 1** 5

Pacing Guides and Item Specifications Training

**Person Responsible**

Sandra Moore

**Schedule**

Monthly, from 9/11/2015 to 6/1/2016

**Evidence of Completion**

DE Reports, Go Math Assessments, FSA Math Assessment

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Pacing Guides and Item Specification Training

**Person Responsible**

Sandra Moore

**Schedule**

Biweekly, from 9/11/2015 to 6/1/2016

***Evidence of Completion***

Observations and Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Copy Materials for Math PLC

**Person Responsible**

Sandra Moore

**Schedule**

Biweekly, from 9/11/2015 to 6/1/2016

***Evidence of Completion***

Observations, Lesson Plans, and District Math Assessments

**G2.B2.S2** Purchase Teacher materials/Resources and copy materials for teachers. 4

 S187002

**Strategy Rationale**

Coping resources eliminates the cost of purchasing those materials.

**Action Step 1** 5

Mody Max Software Purchase

**Person Responsible**

Sandra Moore

**Schedule**

On 6/1/2016

***Evidence of Completion***

Software Usage Report

**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

Purchase Mody Max Software

**Person Responsible**

Sandra Moore

**Schedule**

On 6/1/2016

***Evidence of Completion***

Software Usage Report

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2** 7

Pacing Guides and Math Item Specifiaction Training

**Person Responsible**

Sandra Moore

**Schedule**

Biweekly, from 9/11/2015 to 6/1/2016

***Evidence of Completion***

Observation, Lesson Plans, DE Math Assessments, and FSA Math Assessment

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Whole Brain Teaching Learning Community	Moore, Sandra	9/11/2015	Participants Sign-In Sheets	6/1/2016 quarterly
G1.B1.S2.A1	Send the remainder of teachers to Kagan Training	Moore, Sandra	9/11/2015	Classroom Observations E3 Evaluation	6/1/2016 annually
G1.B1.S3.A1	Conduct 6 hours of Reading Renaissance Training	Fieg, Catrena	10/12/2015	Discovery Education Assessments and Reports Sign-in Logs	10/12/2015 one-time
G1.B2.S2.A1	Discovery Education Training	Fieg, Catrena	9/11/2015	Discovery Education Assessments and Reports Training Sign-in log	6/1/2016 quarterly
G2.B1.S1.A1	Train teachers in the use of Moby Max software in small chunks after school.	Moore, Sandra	9/11/2015	DE Math Assessments Moby Max Reports Classroom Walk-throughs E3 Observations	6/1/2016 quarterly
G2.B2.S1.A1	Pacing Guides and Item Specifications Training	Moore, Sandra	9/11/2015	DE Reports, Go Math Assessments, FSA Math Assessment	6/1/2016 monthly
G2.B2.S2.A1	Moby Max Software Purchase	Moore, Sandra	9/11/2015	Software Usage Report	6/1/2016 one-time
G1.MA1	Student Engagement, Whole Brain Teaching Strategies, Kagan Strategies, Discovery Education Assessments and Reports	Moore, Sandra	9/11/2015	Professional Learning Sign-in sheets, Discovery Education School Reports, E3 Student Engagement Ratings, Teacher/Student Data Notebooks, Classroom Walk Through Data	6/1/2016 biweekly
G1.B1.S1.MA1	E3 Evaluation Classroom Walk-Thoughts Professional Development Plans	Moore, Sandra	9/11/2015	E3 Evaluation Classroom Walk-Thoughts End of the Year Professional Development Plans	6/1/2016 biweekly
G1.B1.S1.MA1	E3 Evaluation Classroom Walk-Thoughts Professional Development Plans Whole Brain Teaching Learning Community	Moore, Sandra	9/11/2015	E3 Evaluation Classroom Walk-Thoughts End of the Year Professional Development Plans	6/1/2016 monthly
G1.B2.S1.MA1	Whole Brain Training Learning Community	Moore, Sandra	9/11/2015	Sign-in Logs Classroom Walk-Throughs	6/1/2016 monthly
G1.B2.S1.MA1	Classroom Walk-Throughs Classroom Observations Sign-in Logs	Moore, Sandra	9/11/2015	Classroom Walk-Throughs Classroom Observations Sign-in Logs	6/1/2016 monthly
G1.B1.S2.MA1	E3 Evaluation Classroom Walk-Thoughts	Moore, Sandra	9/11/2015	E3 Evaluation Classroom Walk-Thoughts	6/1/2016 biweekly
G1.B1.S2.MA1	Classroom Observations Walk-Throughs	Moore, Sandra	9/11/2015	E3 Evaluation	6/1/2016 biweekly
G1.B2.S2.MA1	Whole Brain Teaching Learning Community and Discovery Education Trainings	Moore, Sandra	9/11/2015	Discovery Education Assessments and Reports Sign-in Sheets Professional Development Plans	6/1/2016 quarterly
G1.B2.S2.MA1	Whole Brain Teaching Learning Community and Discovery Education Trainings	Moore, Sandra	9/11/2015	Discovery Education Assessments and Reports Sign-in Sheets Professional Development Plans	6/1/2016 quarterly
G1.B1.S3.MA1	Discovery Education Assessments and Reports	Moore, Sandra	9/11/2015	Discovery Education Assessments and Reports Sign-in Logs	6/1/2016 biweekly
G1.B1.S3.MA1	Review and monitor Discovery Education Assessments and Reports	Fieg, Catrena	9/11/2015	Discovery Education Assessments and Reports Sign-in Log	6/1/2016 biweekly
G2.MA1	DE Math Reports, Moby Max Reports, and FSA Math Assessment	Moore, Sandra	9/11/2015	DE Math Reports, Moby Max Reports, Go Math Assessments, and FSA Math Assessment	6/1/2016 monthly
G2.B1.S1.MA1	DE Math Reports, Moby Max Reports, and FSA Math	Moore, Sandra	9/11/2015	DE Math Reports, Moby Max Reports, and FSA Math	6/1/2016 monthly
G2.B1.S1.MA1	Moby Max Training and Implementation	Moore, Sandra	9/11/2015	Sign-in Logs Moby Max Reports	6/1/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	Copy Materials for Math PLC	Moore, Sandra	9/11/2015	Observations, Lesson Plans, and District Math Assessments	6/1/2016 biweekly
G2.B2.S1.MA1	Pacing Guides and Item Specification Training	Moore, Sandra	9/11/2015	Observations and Lesson Plans	6/1/2016 biweekly
G2.B2.S2.MA1	Pacing Guides and Math Item Specifiaction Training	Moore, Sandra	9/11/2015	Observation, Lesson Plans, DE Math Assessments, and FSA Math Assessment	6/1/2016 biweekly
G2.B2.S2.MA1	Purchase Mody Max Software	Moore, Sandra	9/11/2015	Software Usage Report	6/1/2016 one-time

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*



## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Increase student engagement during instructional delivery through the use of peer-to-peer interaction, discussion, and listening.

### **G1.B1** Limited time for follow-up training

**G1.B1.S1** Whole Brain Training Learning Community: The WBTLCL will continue to meet quarterly throughout the school year to explore structures and techniques.

#### **PD Opportunity 1**

Whole Brain Teaching Learning Community

##### **Facilitator**

Amanda Cravatt

##### **Participants**

Classroom Teachers and Administrators

##### **Schedule**

Quarterly, from 9/11/2015 to 6/1/2016

**G1.B1.S2** Conduct Kagan training for 32 teachers. Future plans include training the remainder of the teachers. Share and model Kagan strategies at Faculty Meetings.

#### **PD Opportunity 1**

Send the remainder of teachers to Kagan Training

##### **Facilitator**

Professional Development Department

##### **Participants**

Selected Teachers

##### **Schedule**

Annually, from 9/11/2015 to 6/1/2016

**G1.B1.S3** Conduct 6 hours of Reading Renaissance Training. School based trainers will attend district training and provide training to teachers on scheduled Plan/Learn days.

**PD Opportunity 1**

Conduct 6 hours of Reading Renaissance Training

**Facilitator**

Renaissance Learning

**Participants**

All Instructional Teachers and Administration

**Schedule**

On 10/12/2015

**G1.B2** Limited funds for training

**G1.B2.S2** Utilize Teacher Leaders to train teachers.

**PD Opportunity 1**

Discovery Education Training

**Facilitator**

Discovery Education Leadership Team

**Participants**

K-5 Teachers, ESE Teachers, Administration

**Schedule**

Quarterly, from 9/11/2015 to 6/1/2016

**G2.** Increase math proficiency through the use of Professional Learning Communities and technology resources.

**G2.B1** Limited time to provide professional development.

**G2.B1.S1** Schedule trainings in small chunks after school.

**PD Opportunity 1**

Train teachers in the use of Moby Max software in small chunks after school.

**Facilitator**

Amanda Long District Teacher on Special Assignment Teacher Leader

**Participants**

Teachers

**Schedule**

Quarterly, from 9/11/2015 to 6/1/2016

**G2.B2** Limited funds to purchase teacher materials for each teacher.

**G2.B2.S1** Utilize District Subject Area Specialist, Teacher on Special Assignment, and Teacher Leaders for training.

**PD Opportunity 1**

Pacing Guides and Item Specifications Training

**Facilitator**

School Math Representative

**Participants**

Teachers

**Schedule**

Monthly, from 9/11/2015 to 6/1/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B1.S1.A1	Whole Brain Teaching Learning Community				\$0.00
2	G1.B1.S2.A1	Send the remainder of teachers to Kagan Training				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$6,000.00
Notes: Military Grant						
3	G1.B1.S3.A1	Conduct 6 hours of Reading Renaissance Training				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0021 - Hellen Caro Elementary School	Other		\$3,000.00
Notes: Reading Renaissance Training						
4	G1.B2.S2.A1	Discovery Education Training				\$0.00
5	G2.B1.S1.A1	Train teachers in the use of Moby Max software in small chunks after school.				\$0.00
6	G2.B2.S1.A1	Pacing Guides and Item Specifications Training				\$0.00
7	G2.B2.S2.A1	Mody Max Software Purchase				\$699.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0021 - Hellen Caro Elementary School	Other		\$699.00
Notes: Military Grant						
Total:						\$9,699.00