Hellen Caro Elementary School

2016-17 Schoolwide Improvement Plan

Hellen Caro Elementary School

12551 MEADSON RD, Pensacola, FL 32506

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	35%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	B

*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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Hellen Caro Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - [Rachel Heide](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 "Smooth Sailing" 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 Australia. Students will learn the language, culture, geography, food, and art of Kenya.

b. 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).

c. 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.

d. 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.
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.
Hellen Caro has also adopted the Trevor Romain Resiliency Program which focuses on community and peer connections, positive character, and building confident student leaders.

3. 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).

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	12	8	10	3	13	0	0	0	0	0	0	0	49
One or more suspensions	0	0	1	0	2	1	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	2	3	2	0	1	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	3	12	33	0	0	0	0	0	0	0	48

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	2	0	6	0	0	0	0	0	0	0	9

c. 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
Standards-Based Instruction

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

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

2. 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 2016-2017 school year include, Domino's Pizza, Sonic America's Drive-In, Sam's Fun City, Chick-Fil-A, Perdido Bay United Methodist Church and Point Baptist Church. Our Partners in Education provide student incentives, supplies, clothes, special programs, mentors and volunteers.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Moore, Sandra	Principal
Fieg, Catrena	Assistant Principal
Whatley, Jennifer	Psychologist
McGinnis, Andrea	Other
Choron, Denise	School Counselor
Bell, Saundra	School Counselor

b. Duties

1. 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Sandy Moore	Principal
Kitsi Biggerstaff-Mott	Parent
Monica Willis	Teacher
Brittany Evans	Education Support Employee
Terri Grimes	Parent
Jason Foree	Parent
Raymond Limon	Parent
Stephanie Beck-Hemme	Parent
Carla Davis	Parent
Brooke Agers	Parent
Teresa Schrader	Business/Community

b. Duties

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

a. 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.

b. Development of this school improvement plan

The Adminstration 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.

c. Preparation of the school's annual budget and plan

No School Improvement funds are available at this time.

2. 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.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Moore, Sandra	Principal
Fieg, Catrena	Assistant Principal
Hardaway, Elaine	Teacher, K-12
Grimes, Angelia	Teacher, K-12
Dawson, Susie	Teacher, K-12
Keenan, Cyndi	Teacher, PreK
Carter, Holly	Teacher, K-12
Sharp, Dana	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

N/A

N/A

N/A

N/A

D. Public and Collaborative Teaching

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

1. 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 assistant principal and principal.

2. 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

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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@ecsdfl.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

2. Student Transition and Readiness

a. 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).

1. 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.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

N/A

B. 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"Â? 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.

N/A

C. Strategic Goals

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Increase student engagement and achievement through the use of innovative standards based teaching strategies.

G2. Increase proficiency and learning gains 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase student engagement and achievement through the use of innovative standards based teaching strategies. `1a`

🔑 G080073

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA Mathematics Achievement	75.0
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal `3`

- Limited time for follow-up training

- Limited funds for training

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Whole Brain Teaching

- Florida State Standards

- Kagan Strategies

- Discovery Education

- Maker Spaces

- Genius Time

- Innovation Center

- Move Your Bus Learning Community

- Teach Like A Pirate Learning Community

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 8/8/2016 to 5/26/2017

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 proficiency and learning gains through the use of Professional Learning Communities and technology resources. `1a`

🔑 G080074

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	75.0
FSA ELA Achievement	75.0
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal `3`

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

Resources Available to Help Reduce or Eliminate the Barriers `2`

- District Subject Area Specialist and Teachers on Special Assignment
- Standards Based Frameworks
- Mody Max Software
- Accelerator Reading Software
- Chromebooks
- Move Your Bus by Ron Clark
- Teach Like A Pirate by Dave Burgess
- Military Grants Professional Development Funds

Plan to Monitor Progress Toward G2. `8`

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

Person Responsible
Sandra Moore

Schedule
Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion
DE ELA/Math Reports, Moby Max Reports, Go Math Assessments, and FSA ELA/ 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 and achievement through the use of innovative standards based teaching strategies. 1

🔑 G080073

G1.B1 Limited time for follow-up training 2

🔑 B211272

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

🔑 S223373

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 8/8/2016 to 5/26/2017

Evidence of Completion

Participants Sign-In Sheets

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

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

Person Responsible

Sandra Moore

Schedule

Monthly, from 8/8/2016 to 5/26/2017

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-Thoughs
Professional Development Plans

Person Responsible

Sandra Moore

Schedule

Biweekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

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

G1.B1.S2 Conduct Kagan Learning Community. The Kagan Learning Community will continue to meet quarterly throughout the school year to explore structures and techniques. Administrators and teachers model and share Kagan structures at Faculty Meetings. 4

🔑 S223374

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 8/8/2016 to 5/26/2017

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 8/8/2016 to 5/26/2017

Evidence of Completion

E3 Evaluation

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

E3 Evaluation
Classroom Walk-Thoughs

Person Responsible

Sandra Moore

Schedule

Biweekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

E3 Evaluation Classroom Walk-Thoughs

G1.B1.S3 Conduct 3 hours of training on developing Standards-Based lessons. `4`

🔑 S223375

Strategy Rationale

Teachers deeper knowledge of Florida State Standards effective lesson planning and implementation.

Action Step 1 `5`

Standards Based Training

Person Responsible

Catrena Fieg

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Agendas, Sign In Sheets, Classroom Observations, and Classroom Walk Throughs

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 8/8/2016 to 5/26/2017

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 8/8/2016 to 5/26/2017

Evidence of Completion

Discovery Education Assessments and Reports Sign-in Logs

G1.B1.S4 Professional Learning Communities focused on innovative teaching will meet throughout the school year to discuss and share best practices. Teach Like A Pirate PLC and Move Your Bus PLC 4

🔑 S223376

Strategy Rationale

The use of innovative teaching strategies will increase student engagement and performance.

Action Step 1 5

Professional Learning Communities Book Studies

Person Responsible

Sandra Moore

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Agendas and Sign In Sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Standards Based Training

Person Responsible

Sandra Moore

Schedule

Every 6 Weeks, from 8/8/2016 to 5/26/2017

Evidence of Completion

Sign In Sheets and Agendas

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Book Study PLCs

Person Responsible

Sandra Moore

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Observations, Sign In Sheets, and Agendas

G1.B2 Limited funds for training `2`

🔑 B211273

G1.B2.S1 Continue to use online free resources to promote the implementation Whole Brain Teaching. `4`

🔑 S223377

Strategy Rationale

Free resources eliminates the cost of purchasing materials.

Action Step 1 `5`

Trevor Romain Resiliency Training

Person Responsible

Sandra Moore

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Agendas, Sign-In Sheets, Classroom Observations, and Classroom Walk Throughs

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 8/8/2016 to 5/26/2017

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 8/8/2016 to 5/26/2017

Evidence of Completion

Sign-in Logs Classroom Walk-Throughs

G1.B2.S2 Utilize District Specialists and Teacher Leaders to train teachers. 4

🔑 S223378

Strategy Rationale

Using Teacher Leaders and District Specialist as eliminates the cost of paying a consultant.

Action Step 1 5

Discovery Education, Google Classroom, and Chromebook Training

Person Responsible

Catrena Fieg

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

Evidence of Completion

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 8/8/2016 to 5/26/2017

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 8/8/2016 to 5/26/2017

Evidence of Completion

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

G1.B2.S3 Budget funds from the Tracking the Troops with Military Precision: Shipshape Students Marching Forward with STEM Grant. `4`

🔧 S223379

Strategy Rationale

The focus and goals of the military grant are center around STEM Based-Instruction.

Action Step 1 `5`

Use professional development funds from military grant to purchase technology and training sessions.

Person Responsible

Sandra Moore

Schedule

Semiannually, from 8/8/2016 to 5/26/2017

Evidence of Completion

School Leadership Team

G2. Increase proficiency and learning gains through the use of Professional Learning Communities and technology resources. `1`

🔍 G080074

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

🔍 B211274

G2.B1.S1 Use military grant professional development funds to pay for substitute teachers . `4`

🔍 S223380

Strategy Rationale

Teachers are able to attend professional development sessions during the school day.

Action Step 1 `5`

Train teachers in the use of Standards Based Frameworks.

Person Responsible

Catrena Fieg

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

Evidence of Completion

DE ELA and Math Assessments Moby Max Reports Classroom Walk-throughs E3 Observations STAR Reports District Assessments

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Mody Max Training and Implementation

Person Responsible

Sandra Moore

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Sign-in Logs Mody Max Reports

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

DE ELA/Math Reports, Moby Max Reports, and FSA ELA/Math

Person Responsible

Sandra Moore

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

DE ELA/Math Reports, Moby Max Reports, and FSA ELA/ Math

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

🔑 B211275

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

🔑 S223381

Strategy Rationale

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

Action Step 1 `5`

Standards-Based Frameworks

Person Responsible

Sandra Moore

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

DE Reports, Go Math Assessments, FSA Math Assessment

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

Frameworks and Item Specification Training

Person Responsible

Sandra Moore

Schedule

Biweekly, from 8/26/2016 to 5/26/2017

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 8/8/2016 to 5/26/2017

Evidence of Completion

Observations, Lesson Plans, and District Math Assessments

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

🔑 S223382

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 5/26/2017

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 5/26/2017

Evidence of Completion

Software Usage Report

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

Frameworks and Item Specifiaction Training

Person Responsible

Sandra Moore

Schedule

Biweekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M280297	Student Engagement, Whole Brain Teaching Strategies, Kagan Strategies, Discovery Education...	Moore, Sandra	8/8/2016	Professional Learning Sign-in sheets, Discovery Education School Reports, E3 Student Engagement Ratings, Teacher/Student Data Notebooks, Classroom Walk Through Data	5/26/2017 biweekly
G2.MA1 M280304	DE Math/ELA Reports, Moby Max Reports, and FSA Math/ELA Assessment	Moore, Sandra	8/8/2016	DE ELA/Math Reports, Moby Max Reports, Go Math Assessments, and FSA ELA/ Math Assessment	5/26/2017 monthly
G1.B1.S1.MA1 M280285	E3 Evaluation Classroom Walk-Thoughs Professional Development Plans	Moore, Sandra	8/8/2016	E3 Evaluation Classroom Walk-Thoughs End of the Year Professional Development Plans	5/26/2017 biweekly
G1.B1.S1.MA1 M280286	E3 Evaluation Classroom Walk-Thoughs Professional Development Plans Whole Brain Teaching...	Moore, Sandra	8/8/2016	E3 Evaluation Classroom Walk-Throughs End of the Year Professional Development Plans	5/26/2017 monthly
G1.B1.S1.A1 A282214	Whole Brain Teaching Learning Community	Moore, Sandra	8/8/2016	Participants Sign-In Sheets	5/26/2017 quarterly
G1.B2.S1.MA1 M280293	Whole Brain Training Learning Community	Moore, Sandra	8/8/2016	Sign-in Logs Classroom Walk-Throughs	5/26/2017 monthly
G1.B2.S1.MA1 M280294	Classroom Walk-Throughs Classroom Observations Sign-in Logs	Moore, Sandra	8/8/2016	Classroom Walk-Throughs Classroom Observations Sign-in Logs	5/26/2017 monthly
G1.B2.S1.A1 A282218	Trevor Romain Resiliency Training	Moore, Sandra	8/8/2016	Agendas, Sign-In Sheets, Classroom Observations, and Classroom Walk Throughs	5/26/2017 quarterly
G2.B1.S1.MA1 M280298	DE ELA/Math Reports, Moby Max Reports, and FSA ELA/Math	Moore, Sandra	8/8/2016	DE ELA/Math Reports, Moby Max Reports, and FSA ELA/ Math	5/26/2017 monthly
G2.B1.S1.MA1 M280299	Mody Max Training and Implementation	Moore, Sandra	8/8/2016	Sign-in Logs Mody Max Reports	5/26/2017 quarterly
G2.B1.S1.A1 A282221	Train teachers in the use of Standards Based Frameworks.	Fieg, Catrena	8/8/2016	DE ELA and Math Assessments Moby Max Reports Classroom Walk-throughs E3 Observations STAR Reports District Assessments	5/26/2017 quarterly
G2.B2.S1.MA1 M280300	Copy Materials for Math PLC	Moore, Sandra	8/8/2016	Observations, Lesson Plans, and District Math Assessments	5/26/2017 biweekly
G2.B2.S1.MA1 M280301	Frameworks and Item Specification Training	Moore, Sandra	8/26/2016	Observations and Lesson Plans	5/26/2017 biweekly
G2.B2.S1.A1 A282222	Standards-Based Frameworks	Moore, Sandra	8/8/2016	DE Reports, Go Math Assessments, FSA Math Assessment	5/26/2017 monthly
G1.B1.S2.MA1 M280287	E3 Evaluation Classroom Walk-Thoughs	Moore, Sandra	8/8/2016	E3 Evaluation Classroom Walk-Thoughs	5/26/2017 biweekly
G1.B1.S2.MA1 M280288	Classroom Observations Walk-Throughs	Moore, Sandra	8/8/2016	E3 Evaluation	5/26/2017 biweekly
G1.B1.S2.A1 A282215	Send the remainder of teachers to Kagan Training	Moore, Sandra	8/8/2016	Classroom Observations E3 Evaluation	5/26/2017 annually
G1.B2.S2.MA1 M280295	Whole Brain Teaching Learning Community and Discovery Education Trainings	Moore, Sandra	8/8/2016	Discovery Education Assessments and Reports Sign-in Sheets Professional Development Plans	5/26/2017 quarterly
G1.B2.S2.MA1 M280296	Whole Brain Teaching Learning Community and Discovery Education Trainings	Moore, Sandra	8/8/2016	Discovery Education Assessments and Reports Sign-in Sheets Professional Development Plans	5/26/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S2.A1 A282219	Discovery Education, Google Classroom, and Chromebook Training	Fieg, Catrena	8/8/2016	Assessments and Reports Training Sign-in log	5/26/2017 quarterly
G2.B2.S2.MA1 M280302	Frameworks and Item Specifiaction Training	Moore, Sandra	8/8/2016	Observation, Lesson Plans, DE Math and ELA Assessments, and FSA Math and ELA Assessments	5/26/2017 biweekly
G2.B2.S2.MA1 M280303	Purchase Mody Max Software	Moore, Sandra	8/8/2016	Software Usage Report	5/26/2017 one-time
G2.B2.S2.A1 A282223	Mody Max Software Purchase	Moore, Sandra	8/8/2016	Software Usage Report	5/26/2017 one-time
G1.B1.S3.MA1 M280289	Discovery Education Assessments and Reports	Moore, Sandra	8/8/2016	Discovery Education Assessments and Reports Sign-in Logs	5/26/2017 biweekly
G1.B1.S3.MA1 M280290	Review and monitor Discovery Education Assessments and Reports	Fieg, Catrena	8/8/2016	Discovery Education Assessments and Reports Sign-in Log	5/26/2017 biweekly
G1.B1.S3.A1 A282216	Standards Based Training	Fieg, Catrena	8/8/2016	Agendas, Sign In Sheets, Classroom Observations, and Classroom Walk Throughs	5/26/2017 quarterly
G1.B2.S3.A1 A282220	Use professional development funds from military grant to purchase technology and training sessions.	Moore, Sandra	8/8/2016	School Leadership Team	5/26/2017 semiannually
G1.B1.S4.MA1 M280291	Book Study PLCs	Moore, Sandra	8/8/2016	Observations, Sign In Sheets, and Agendas	5/26/2017 monthly
G1.B1.S4.MA1 M280292	Standards Based Training	Moore, Sandra	8/8/2016	Sign In Sheets and Agendas	5/26/2017 every-6-weeks
G1.B1.S4.A1 A282217	Professional Learning Communities Book Studies	Moore, Sandra	8/8/2016	Agendas and Sign In Sheets	5/26/2017 monthly

V. Professional Development Opportunities

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

G1. Increase student engagement and achievement through the use of innovative standards based teaching strategies.

G1.B1 Limited time for follow-up training

G1.B1.S1 Whole Brain Training Learning Community: The WBTLC 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 8/8/2016 to 5/26/2017

G1.B1.S2 Conduct Kagan Learning Community. The Kagan Learning Community will continue to meet quarterly throughout the school year to explore structures and techniques. Administrators and teachers model and share Kagan structures at Faculty Meetings.

PD Opportunity 1

Send the remainder of teachers to Kagan Training

Facilitator

Professional Development Department

Participants

Selected Teachers

Schedule

Annually, from 8/8/2016 to 5/26/2017

G1.B1.S3 Conduct 3 hours of training on developing Standards-Based lessons.

PD Opportunity 1

Standards Based Training

Facilitator

District Teachers and Special Assignment

Participants

Teachers

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

G1.B1.S4 Professional Learning Communities focused on innovative teaching will meet throughout the school year to discuss and share best practices. Teach Like A Pirate PLC and Move Your Bus PLC

PD Opportunity 1

Professional Learning Communities Book Studies

Facilitator

PLC Leadership Team

Participants

Teachers

Schedule

Monthly, from 8/8/2016 to 5/26/2017

G1.B2 Limited funds for training

G1.B2.S1 Continue to use online free resources to promote the implementation Whole Brain Teaching.

PD Opportunity 1

Trevor Romain Resiliency Training

Facilitator

TRTRP Leadership Team

Participants

Teachers and Students

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

G1.B2.S2 Utilize District Specialists and Teacher Leaders to train teachers.

PD Opportunity 1

Discovery Education, Google Classroom, and Chromebook Training

Facilitator

Leadership Team

Participants

K-5 Teachers, ESE Teachers, Administration

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

G2. Increase proficiency and learning gains through the use of Professional Learning Communities and technology resources.

G2.B1 Limited time to provide professional development.

G2.B1.S1 Use military grant professional development funds to pay for substitute teachers .

PD Opportunity 1

Train teachers in the use of Standards Based Frameworks.

Facilitator

District Teacher on Special Assignment Professional Learning Communities: Teach Like A Pirate/ Move Your Bus

Participants

Teachers

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

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

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

PD Opportunity 1

Standards-Based Frameworks

Facilitator

District Teachers on Special Assignment

Participants

Teachers

Schedule

Monthly, from 8/8/2016 to 5/26/2017

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

PD Opportunity 1

Mody Max Software Purchase

Facilitator

Participants

Schedule

On 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

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	2016-17
			District-Wide	Other		$6,000.00
			Notes: Military Grant			
3	**G1.B1.S3.A1**	**Standards Based Training**				**$0.00**
4	**G1.B1.S4.A1**	**Professional Learning Communities Book Studies**				**$0.00**
5	**G1.B2.S1.A1**	**Trevor Romain Resiliency Training**				**$0.00**
6	**G1.B2.S2.A1**	**Discovery Education, Google Classroom, and Chromebook Training**				**$0.00**
7	**G1.B2.S3.A1**	**Use professional development funds from military grant to purchase technology and training sessions.**				**$0.00**
8	**G2.B1.S1.A1**	**Train teachers in the use of Standards Based Frameworks.**				**$1,765.23**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	140-Substitute Teachers	0021 - Hellen Caro Elementary School	Other		$1,765.23
			Notes: SAI			
9	**G2.B2.S1.A1**	**Standards-Based Frameworks**				**$0.00**
10	**G2.B2.S2.A1**	**Mody Max Software Purchase**				**$664.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	692-Computer Software Non-Capitalized	0021 - Hellen Caro Elementary School	Other		$664.00
			Notes: SAI			
					Total:	**$8,429.23**