
Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	12
Budget to Support Goals	14

Hellen Caro Elementary School

12551 MEADSON RD, Pensacola, FL 32506

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	40%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	B	A*

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

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 Leadership Team

Membership

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

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

Duties

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

Principal/Assistant Principal: Provide 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.

Early Warning Systems

Year 2017-18

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	4	6	4	11	2	2	0	0	0	0	0	0	0	29
One or more suspensions	0	0	1	2	1	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	6	3	3	3	4	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	5	12	18	0	0	0	0	0	0	0	35

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	3	1	5	0	0	0	0	0	0	0	10

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	11	7	4	5	1	5	0	0	0	0	0	0	0	33
Retained Students: Previous Year(s)	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected

Wednesday 8/22/2018

Year 2016-17 - As Reported

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	1	9	11	9	11	9	0	0	0	0	0	0	0	50
One or more suspensions	0	1	2	1	0	2	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	9	4	10	22	12	0	0	0	0	0	0	0	57
Level 1 on statewide assessment	0	0	0	7	15	20	0	0	0	0	0	0	0	42

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	2	2	7	13	7	0	0	0	0	0	0	0	31

Year 2016-17 - Updated

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	1	9	11	9	11	9	0	0	0	0	0	0	0	50
One or more suspensions	0	1	2	1	0	2	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	9	4	10	22	12	0	0	0	0	0	0	0	57
Level 1 on statewide assessment	0	0	0	7	15	20	0	0	0	0	0	0	0	42

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	2	2	7	13	7	0	0	0	0	0	0	0	31

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

44% of the students in grades 3-5 in the Lowest 25% ELA 2018 scored at or above Level 3 compared to 53% in 2017 and 46% in 2016.

Which data component showed the greatest decline from prior year?

44% of the students in grades 3-5 in the Lowest 25% ELA 2018 scored at or above Level 3 compared to 53% in 2017 and 46% in 2016. There is no identifiable trend at this time.

Which data component had the biggest gap when compared to the state average?

44% of the students in grades 3-5 in the Lowest 25% ELA 2018 scored at or above Level 3 compared to 53% in 2017 and 46% in 2016. The state average was 48%. Hellen Caro scored at -4% compared to the state average.

Which data component showed the most improvement? Is this a trend?

76% of the students in grades 3-5 in 2018 made learning gains in Math compared to 59% in 2017. This is not a trend. 63% of the student made learning gains in Math in 2016.

Describe the actions or changes that led to the improvement in this area.

- *Staff Development by the District Subject Area Specialists. (Reading, Math, and Science)
- *Targeted at risk students in grades 3-5 for the Military After School Program. Focused on Math.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	70%	49%	56%	66%	46%	52%
ELA Learning Gains	57%	46%	55%	53%	46%	52%
ELA Lowest 25th Percentile	44%	40%	48%	46%	43%	46%
Math Achievement	73%	55%	62%	72%	52%	58%
Math Learning Gains	76%	57%	59%	63%	50%	58%
Math Lowest 25th Percentile	66%	48%	47%	42%	43%	46%
Science Achievement	68%	55%	55%	63%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	4 (1)	6 (9)	4 (11)	11 (9)	2 (11)	2 (9)	29 (50)
One or more suspensions	0 (0)	0 (1)	1 (2)	2 (1)	1 (0)	0 (2)	4 (6)
Course failure in ELA or Math	0 (0)	6 (9)	3 (4)	3 (10)	3 (22)	4 (12)	19 (57)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	5 (7)	12 (15)	18 (20)	35 (42)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	73%	52%	21%	57%	16%
	2017	83%	59%	24%	58%	25%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2018	78%	51%	27%	56%	22%
	2017	69%	49%	20%	56%	13%
Same Grade Comparison		9%				
Cohort Comparison		-5%				
05	2018	58%	44%	14%	55%	3%
	2017	63%	47%	16%	53%	10%
Same Grade Comparison		-5%				
Cohort Comparison		-11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	66%	54%	12%	62%	4%
	2017	70%	54%	16%	62%	8%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	84%	58%	26%	62%	22%
	2017	68%	54%	14%	64%	4%
Same Grade Comparison		16%				
Cohort Comparison		14%				
05	2018	68%	52%	16%	61%	7%
	2017	65%	50%	15%	57%	8%
Same Grade Comparison		3%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	66%	55%	11%	55%	11%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	37	38	37	50	50	24				
BLK	37	55	40	51	60	50	47				
HSP	71	55		76	75		46				
MUL	78	69		76	97		61				
WHT	74	54	46	75	75	69	76				
FRL	53	51	46	58	69	70	47				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	40	48	47	35	36	38	17				
ASN	100			90							
BLK	45	23		55	54						
HSP	68	63		70	63		40				
MUL	77	57		74	57		70				
WHT	77	63	56	71	59	43	60				
FRL	68	57	54	58	56	41	53				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Science

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

Intended Outcome Increase the percentage of 5th grade students scoring Level 3 or higher. 2017-2018=68%

Point Person Sandra Moore (smoore@ecsdfl.us)

Action Step

Kagan Science Training-October 20th

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

Description *K-5 Science Reps will review data with teachers to ensure curriculum is aligned to standards and remediation occurs as necessary.

*Teachers will meet in PLCs to discuss progress monitoring and formative assessment. Teachers will use CPALMS and Text Complexity Resources: Informational Text, Text Dependent Questions, Text Complexity Analysis, Qualitative Measures Rubric

*Teachers will utilize science probes

*Military After-school Program

Person Responsible Sandra Moore (smoore@ecsdfl.us)

Plan to Monitor Effectiveness

Description Monitor quarterly science assessment data and utilize data on each standard by analyzing SchoolNet reports
 Classroom Walk-Throughs

Person Responsible Sandra Moore (smoore@ecsdfl.us)

Activity #2

Title Capturing Kids' Hearts

Rationale Address the social and emotional needs of students and staff.

Intended Outcome Students will be socially and emotionally ready to learn.

Point Person Sandra Moore (smoore@ecsdfi.us)

Action Step

Description Teachers will greet each student at the door. Each classroom will develop a Social Contract. The Social Contract will drive the classroom's environment. Teachers will use the "Four Questions" when addressing behavior. Teachers will implement de-escalation strategies. Teachers will focus on building relationships using the check-in/check-out and 2 for 10 strategies with struggling students.

Person Responsible Sandra Moore (smoore@ecsdfi.us)

Plan to Monitor Effectiveness

Description Classroom Social Contracts
Classroom Walk-Throughs
Discipline Referrals

Person Responsible Sandra Moore (smoore@ecsdfi.us)

Activity #3	
Title	ELA
Rationale	The use of personalized innovative teaching strategies will increase student engagement and performance. Student proficiency and learning gains will increase through the use of Professional Learning Communities, Data Content Focus Training, and training in the use of technology resources including iReady.
Intended Outcome	Increase the percent of the lowest quartile making a learning gain. 2017-2018=44%
Point Person	Sandra Moore (smoore@ecsdfi.us)
Action Step	
Description	iReady ELA training and implementation during the reading block Identify teachers whose STAR AP1 data reflect less than 41% of their students are proficient in the area of ELA. Collaborate with teachers to design instruction and provide interventions for those student early in the year. District PD Reading Interventions for Substantial Reading Difficulties Unpacking Standards and Sequencing Instruction
Person Responsible	Sandra Moore (smoore@ecsdfi.us)
Plan to Monitor Effectiveness	
Description	iReady Reports Lesson Plans Classroom Walk-Throughs Response to Intervention Accelerated Reader Reports Moby Max Reports STAR 360 Reports IXL ELA Reports
Person Responsible	[no one identified]

Activity #4

Title	Math
Rationale	The use of color map pacing guides and resources, technology resources, and differentiated instruction will increase student performance. Proficiency and learning gains will increase by implementing iReady, analyzing assessment data to plan based on standards that are not mastered, and utilizing lessons from Engage New York.
Intended Outcome	Increase the percent of the lowest quartile making a learning gain. 2017-2018=66%
Point Person	Sandra Moore (smoore@ecsdfi.us)

Action Step

Description	iReady training and implementation during the math block Professional Read: Making Sense of Mathematics For Teaching (District to provide books) District Professional Development: Unpacking the Standards, TQE (Task, Questioning, Evidence), Identifying shifts of the standards Follow up Classroom Walk-Throughs by administration and math department to provide feedback to teachers
Person Responsible	Sandra Moore (smoore@ecsdfi.us)

Plan to Monitor Effectiveness

Description	iReady Math Reports Lesson Plans Color Maps Classroom Walk-Throughs IXL Math Reports STAR 360 Reports Response to Intervention Military After-school Program
Person Responsible	Sandra Moore (smoore@ecsdfi.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

Parent Conferences for all grade levels
School Advisory Council
All Hands Fridays PTA
Open House
Orientation
Volunteers

Focus Grade Book
Family ELA, Math, and Science Nights

PFEP Link

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

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.

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 the 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.

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.

Services for English Language Learners (ELL) are provided as required by law.

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.
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 guest speakers, 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 (MTSS), we provide training for faculty, staff, and students regarding bullying.

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.

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

NA

Part V: Budget	
Total:	\$16,000.00