



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Hellen Caro Elementary School

12551 MEADSON RD

Pensacola, FL 32506

850-492-0531

www.escambia.k12.fl.us

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 33%
Alternative/ESE Center No	Charter School No	Minority Rate 28%

School Grades History

2013-14 A	2012-13 B	2011-12 A	2010-11 A
---------------------	---------------------	---------------------	---------------------

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	14
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
Part III: Coordination and Integration	31
Appendix 1: Professional Development Plan to Support Goals	32
Appendix 2: Budget to Support Goals	36

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Hellen Caro Elementary School

Principal

Sandra Moore

School Advisory Council chair

Matt Hicks

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Sandy Moore	Principal
Catrena Fieg	Assistant Principal
Kelty Barber	Kindergarten
Amanda Conley	First Grade
Vicki Moore	Second Grade
Renee Fontenot	Third Grade
Amanda Long	Fourth Grade
Monica Willis	Fifth Grade
Linda Kelly	Special Area
Julie Berry	Special Education

District-Level Information

District

Escambia

Superintendent

Mr. Malcolm Thomas

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Sandy Moore, Principal
 Brooke Agers, Parent
 Edward Brinston, Parent
 Linda Berkley, Educational Support
 Jessika Brown, Parent
 Lori Goto, Parent

Mary Jordan, Community
Tracy Lane, Parent
Shaun Leland, Parent, Military
Dorothy Rivas, Teacher, Parent
Heather Torres, Parent
Mike Whitner, Community, Parent

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

- *Assist in the preparation of and approve the annual School Improvement Plan;
- *Provide input to the Principal in preparing the school's annual budget;
- *Advise the faculty and staff on issues considered important to the welfare of the school;
- *Act as a liaison between the school and the community; and
- *Perform those functions prescribed by the Escambia County School Board in the School Improvement and Educational Accountability Guidelines or in directives from the Board.

Projected use of school improvement funds, including the amount allocated to each project

No School Improvement funds are available at this time.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Sandra Moore		
Principal	Years as Administrator: 18	Years at Current School: 24
Credentials	Elementary Education Bachelor of Science Educational Leadership Master of Education ESOL Certification Danielson Certification	
Performance Record	State School Grade 2013-B 2006-A 2012-A 2005-A 2011-A 2004-A 2010-B 2003-A 2009-A 2002-A 2008-A 2001-B 2007-A 2000-A 1999-A	

Catrena Fieg		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	Elementary Education Bachelor of Science Educational Leadership Master of Education ESOL Certification	
Performance Record	State School Grade 2013-B 2006-A 2012-A 2005-A 2011-A 2004-A 2010-B 2003-A 2009-A 2002-A 2008-A 2001-B 2007-A 2000-A 1999-A	

Classroom Teachers

# of classroom teachers	67
# receiving effective rating or higher	66, 99%
# Highly Qualified Teachers	88%
# certified in-field	67, 100%
# ESOL endorsed	15, 22%

reading endorsed

8, 12%

with advanced degrees

27, 40%

National Board Certified

4, 6%

first-year teachers

2, 3%

with 1-5 years of experience

13, 19%

with 6-14 years of experience

24, 36%

with 15 or more years of experience

28, 42%

Education Paraprofessionals

of paraprofessionals

5

Highly Qualified

5, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

- 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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 not limited to are planning, observing, grade level meetings, and curriculum meetings.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Progress monitoring plans are created for individual students as needed in Language Arts, Math, and Behavior. Principal, Assistant Principal, Guidance Counselors, and teachers ensure completion of online progress monitoring forms. The team identifies professional development and resources to assist the teacher to help the student become successful. The teacher meets with the parent to discuss and gather additional information to help the student. The identified strategies are implemented by the classroom teacher. The teacher documents progress on the online PMP form at the end of each nine weeks. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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 probleming 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.

Student Services Personnel: Provides a link with child-serving and community agencies to the students and families as needed.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

*Monitor Classroom Data Notebook, Mid-Term Progress Reports, and Report Cards;

*Monitor and evaluate Accelerated Reading/Math and Discovery Education Reports;

- *Attend MTSS meetings, parent conferences, grade level meetings, and curriculum meetings; and
- *Serve as the LEA as needed.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

- *Classroom and School Data Notebook
- *Discovery Education Assessments and Reports
- *K-2 Expectation Checklists
- *Progress Monitoring Plans
- *Florida Comprehensive Assessment Tests
- *Star Math and Reading
- *Writing Samples
- *Escambia Writes Assessment

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Ongoing staff development with Whole Brain Teaching, Step Up to Writing, Reading Wonders, Discovery Education, Common Core State Standards, and Kagan (student engagement) will be provided throughout the year to increase and enhance classroom interventions and strategies used to increase student achievement.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 1,800

Battle of the Books: Students read Sunshine State Award Books on assigned reading list. Students meet with their school sponsor for Book Studies throughout the year. School teams participate at the District Battle of the Books competition in the Spring.

Sunshine Math: 1-5 grade levels participate in Sunshine Math during the school day. Students in 3-5 are selected to be on the Sunshine Math Teams. Teams compete at the District Sunshine Math Competition in the Spring.

Tutoring: Selected teachers tutor students as needed.

Choir: 4 and 5 students have the opportunity to participate in choir.

Science Fair: All students have the opportunity to enter the Science Fair. K-3 classrooms do a class project. Projects are mandatory for 4-5 students.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Discovery Education Assessments and Reports

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

Reading Wonders Weekly, Unit, and Benchmark Assessments

Go Math Assessments

Who is responsible for monitoring implementation of this strategy?

Principal and Assistant Principal

Classroom Teachers

Media Specialist

Science Fair Chairperson

Battle of the Books Leadership Team

Sunshine State Math Leadership Team

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Sandy Moore	Principal
Catrena Fieg	Assistant Principal
Kelty Barber	Kindergarten
Amanda Conley	First Grade
Vicki Moore	Second Grade
Renee Fontenot	Third Grade
Amanda Long	Fourth Grade
Monica Willis	Fifth Grade

Name	Title
Linda Kelly	Music
Julie Berry	Gifted
Jill Dudley	Media Specialist

How the school-based LLT functions

The Literacy Leadership Team is a management system that encourages a literate climate to support effective teaching and learning. Progress monitoring plans are created for individual students as needed in Language Arts, Math, Science, and Writing. Principal, Assistant Principal, Guidance Counselors, and teachers ensure completion of online progress monitoring plans. The team identifies professional development and resources to assist the teacher to become successful when working with the student. The teacher meets with parent to discuss and gather additional information to help the student. The identified strategies are implemented by the classroom teacher. The teacher documents progress on the online PMP form at the end of each nine weeks. The team will also facilitate the process of building consensus, increasing resources, and making decisions about implementation. Students are recommended for TIER II in the MTSS process if strategies in the PMP are not successful.

Major initiatives of the LLT

- *Implementation of Discovery Education Assessment 3-4 times this year
- *Participate in the Whole Brain Teaching Book Learning Community
- *Implement Common Core State Standards
- *Implement Step Up to Writing
- *Increase student engagement (Kagan)

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	82%	74%	No	84%
American Indian				
Asian	91%	83%	No	92%
Black/African American	61%	73%	Yes	65%
Hispanic	86%	84%	No	87%
White	83%	73%	No	84%
English language learners				
Students with disabilities	61%	54%	No	65%
Economically disadvantaged	74%	69%	No	77%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	297	73%	74%
Students scoring at or above Achievement Level 4	173	42%	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		51%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		51%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	168	63%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	66	60%	61%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		15%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	83	56%	57%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	76%	70%	No	78%
American Indian				
Asian	83%	83%	Yes	84%
Black/African American	69%	46%	No	72%
Hispanic	78%	77%	No	81%
White	76%	72%	No	78%
English language learners				
Students with disabilities	56%	46%	No	60%
Economically disadvantaged	65%	62%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	281	69%	70%
Students scoring at or above Achievement Level 4	144	35%	36%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	100%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	160	60%	61%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	66	52%	52%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	74%	75%
Students scoring at or above Achievement Level 4	48	39%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	8		8
Participation in STEM-related experiences provided for students	867	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	39	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	21	0%	0%
Students who are not proficient in reading by third grade	16	0%	0%
Students who receive two or more behavior referrals	10	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	3%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent involvement by providing volunteer opportunities through monthly "All Hands Tuesdays	9	100%	100%
Schedule Parent Conferences for students in grades k-5	867	100%	100%

Goals Summary

- G1.** Increase student engagement during instructional delivery through the use of peer-to-peer interaction, discussion, and listening.
- G2.** Increase writing proficiency through the use of "Step Up to Writing" strategies.

Goals Detail

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

Targets Supported

- Reading ()
- Writing
- Math ()
- Social Studies
- Science

Resources Available to Support the Goal

- Whole Brain Teaching
- Common Core Standards
- Kagan Strategies
- Discovery Education

Targeted Barriers to Achieving the Goal

- No Teacher Planning Day first semester.
- Limit Funds for Training

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

Daily Classroom Walk-Throughs, First Semester E3 Observations, Quarterly Discovery Education Reports

Evidence of Completion:

Professional Learning Sign-in sheets, Discovery Education School Reports, E3 Student Engagement Ratings

G2. Increase writing proficiency through the use of "Step Up to Writing" strategies.

Targets Supported

- Reading (FCAT2.0, Learning Gains)
- Writing
- Science

Resources Available to Support the Goal

- District Subject Area Specialist and Teacher on Special Assignment
- Step Up to Writing Materials

Targeted Barriers to Achieving the Goal

- No Teacher Planning Days for First Semester
- Limited funds to purchase teacher materials for each teacher and provide professional learning.

Plan to Monitor Progress Toward the Goal

School-wide Writing Assessments Quarterly Writing Portfolios 2014 FCAT Writing

Person or Persons Responsible

Principal, Assistant Principal, and Teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

School-wide Writing Assessments Quarterly Writing Portfolios 2014 FCAT Writing

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

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

G1.B1 No Teacher Planning Day first semester.

G1.B1.S1 Whole Brain Training Learning Community: Meet after school once a month, Provide book and materials, Provide sub day for training.

Action Step 1

Whole Brain Teaching Learning Community

Person or Persons Responsible

25 Teachers will participate in Learning Community. Amanda Cravatt and Jamie Rickman will facilitate Learning Community.

Target Dates or Schedule

Monthly: August-May 3:30-4:30

Evidence of Completion

Participation in monthly sessions, online chapter postings

Facilitator:

Jamie Rickman and Amanda Cravatt

Participants:

25 Teachers will participate in Learning Community

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

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

Person or Persons Responsible

Principal Assistant Principal Amanda Cravatt Jamie Rickman

Target Dates or Schedule

Monthly

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S1

E3 Evaluation Classroom Walk-Thoughts Professional Development Plans

Person or Persons Responsible

Principal Assistant Principal Amanda Cravatt Jamie Rickman

Target Dates or Schedule

Monthly

Evidence of Completion

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

G1.B1.S2 Continue to send teachers to Kagan training as funds allow. Share and model Kagan strategies at Faculty Meetings.

Action Step 1

Send teachers to Kagan training during the summer.

Person or Persons Responsible

Principal and Professional Development Department

Target Dates or Schedule

Summer

Evidence of Completion

Classroom Observations E3 Evaluation

Facilitator:

Professional Development Department

Participants:

Selected Teachers

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

Classroom Observations Walk-Throughs

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Throughout year

Evidence of Completion

E3 Evaluation

Plan to Monitor Effectiveness of G1.B1.S2

E3 Evaluation Classroom Walk-Thoughts

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Throughout year

Evidence of Completion

E3 Evaluation Classroom Walk-Thoughts

G1.B1.S3 Conduct 9 hours of Discovery Education Training. Give 2 choices of training for first three hours of training: After School or Saturday morning. Other 6 hours will be conducted on Teacher Planning Days during second semester.

Action Step 1

Conduct 9 hours of Discovery Education Training. Give 2 choices of training for first three hours of training: After School or Saturday morning. Other 6 hours will be conducted on Teacher Planning Days during second semester.

Person or Persons Responsible

Discovery Education Leadership Team

Target Dates or Schedule

Give 2 choices of training for first three hours of training: After School or Saturday morning. Other 6 hours will be conducted on Teacher Planning Days during second semester.

Evidence of Completion

Discovery Education Assessments and Reports Sign-in Logs

Facilitator:

Discovery Education Leadership Team

Participants:

All Instructional Teachers and Administration

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

Review and monitor Discovery Education Assessments and Reports

Person or Persons Responsible

Principal, Assistant Principal, and Discovery Education Leadership Team

Target Dates or Schedule

Throughout school year

Evidence of Completion

Discovery Education Assessments and Reports Sign-in Log

Plan to Monitor Effectiveness of G1.B1.S3

Discovery Education Assessments and Reports

Person or Persons Responsible

Principal, Assistant Principal, and Discovery Education Leadership Team

Target Dates or Schedule

Throughout school year

Evidence of Completion

Discovery Education Assessments and Reports Sign-in Logs

G1.B2 Limit Funds for Training

G1.B2.S1 Participate in District Grant for Whole Brain Teaching Learning Community.

Action Step 1

Whole Brain Teaching Learning Community and Book Study

Person or Persons Responsible

25 Teachers and 2 Administrators

Target Dates or Schedule

Meets monthly throughout school year

Evidence of Completion

Monthly Meetings Chapter Postings Classroom Walk-throughs and Observations Sign-in Log

Facilitator:

Jamie Rickman and Amanda Cravatt

Participants:

25 Teachers and 2 Administrators

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

Classroom Walk-Throughs Classroom Observations Sign-in Logs Online Postings

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Throughout year

Evidence of Completion

Classroom Walk-Throughs Classroom Observations Sign-in Logs Online Postings

Plan to Monitor Effectiveness of G1.B2.S1

Whole Brain Training Learning Community

Person or Persons Responsible

Principal, Assistant Principal, Amanda Cravatt, and Jamie Rickman

Target Dates or Schedule

Monthly August-May

Evidence of Completion

Sign-in Logs Online Postings Classroom Walk-Throughs

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

Action Step 1

Discovery Education Training

Person or Persons Responsible

K-5 Teachers, ESE Teachers, Administration

Target Dates or Schedule

October 2nd, October 10th, January 6th, and February 17th for a total of 9 hours.

Evidence of Completion

Discovery Education Assessments and Reports Training Sign-in log

Facilitator:

Discovery Education Leadership Team

Participants:

K-5 Teachers, ESE Teachers, Administration

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

Whole Brain Teaching Learning Community and Discovery Education Trainings

Person or Persons Responsible

Discovery Education Leadership Team Amanda Cravatt and Jamie Rickman

Target Dates or Schedule

Throughout year

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B2.S2

Whole Brain Teaching Learning Community and Discovery Education Trainings

Person or Persons Responsible

Discovery Education Leadership Team Amanda Cravatt and Jamie Rickman

Target Dates or Schedule

Throughout year

Evidence of Completion

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

G2. Increase writing proficiency through the use of "Step Up to Writing" strategies.

G2.B1 No Teacher Planning Days for First Semester

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

Action Step 1

Train teachers in "Step Up to Writing" Strategies in small chunks afterschool.

Person or Persons Responsible

Brian Spivey, District Language Arts Specialist Beverly Patteson, District Teacher on Special Assignment Teacher Leaders

Target Dates or Schedule

August 28, 2013: Step Up to Writing Bi-Weekly Curriculum Meetings Monthly at Faculty Meetings
Weekly Grade Level Meetings

Evidence of Completion

2014 FCAT Writing Writing Assessments (Quarterly) Classroom Walk-throughs E3 Observations

Facilitator:

Brian Spivey, District Language Arts Specialist Beverly Patteson, District Teacher on Special Assignment Teacher Leaders

Participants:

Teachers

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

"Step Up to Writing" Training and Implementation

Person or Persons Responsible

Principal, Assistant Principal, Writing Lead Teachers

Target Dates or Schedule

Throughout year

Evidence of Completion

Sign-in Log School-writing Assessments FCAT Writing

Plan to Monitor Effectiveness of G2.B1.S1

Writing Samples, School-wide Writing Assessments, and FCAT Writing Assessment

Person or Persons Responsible

Principal, Assistant Principal, Writing Leadership Team, Teachers

Target Dates or Schedule

Throughout year

Evidence of Completion

Writing Samples, School-wide Writing Assessments, and FCAT Writing Assessment

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2 Limited funds to purchase teacher materials for each teacher and provide professional learning.

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

Action Step 1

"Step Up to Writing" Materials for teachers

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

First Semester

Evidence of Completion

Each teacher has the materials for "Step Up to Writing".

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

Purchase and copy necessary materials and resources for "Step Up to Writing".

Person or Persons Responsible

Principal

Target Dates or Schedule

First Semester

Evidence of Completion

All teachers have the materials.

Plan to Monitor Effectiveness of G2.B2.S2

School-wide Writing Assessments Quarterly 2014 FCAT Writing

Person or Persons Responsible

Principal, Assistant Principal, and Teachers

Target Dates or Schedule

Writing Samples Quarterly, 2014 FCAT Writing

Evidence of Completion

Writing Samples Quarterly, 2014 FCAT Writing

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

All funds, services, and programs will support and enhance teacher growth and student achievement by providing needed resources, programs, professional development, materials, and supplies.
Hellen Caro Elementary is a Non-Title One School.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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 No Teacher Planning Day first semester.

G1.B1.S1 Whole Brain Training Learning Community: Meet after school once a month, Provide book and materials, Provide sub day for training.

PD Opportunity 1

Whole Brain Teaching Learning Community

Facilitator

Jamie Rickman and Amanda Cravatt

Participants

25 Teachers will participate in Learning Community

Target Dates or Schedule

Monthly: August-May 3:30-4:30

Evidence of Completion

Participation in monthly sessions, online chapter postings

G1.B1.S2 Continue to send teachers to Kagan training as funds allow. Share and model Kagan strategies at Faculty Meetings.

PD Opportunity 1

Send teachers to Kagan training during the summer.

Facilitator

Professional Development Department

Participants

Selected Teachers

Target Dates or Schedule

Summer

Evidence of Completion

Classroom Observations E3 Evaluation

G1.B1.S3 Conduct 9 hours of Discovery Education Training. Give 2 choices of training for first three hours of training: After School or Saturday morning. Other 6 hours will be conducted on Teacher Planning Days during second semester.

PD Opportunity 1

Conduct 9 hours of Discovery Education Training. Give 2 choices of training for first three hours of training: After School or Saturday morning. Other 6 hours will be conducted on Teacher Planning Days during second semester.

Facilitator

Discovery Education Leadership Team

Participants

All Instructional Teachers and Administration

Target Dates or Schedule

Give 2 choices of training for first three hours of training: After School or Saturday morning. Other 6 hours will be conducted on Teacher Planning Days during second semester.

Evidence of Completion

Discovery Education Assessments and Reports Sign-in Logs

G1.B2 Limit Funds for Training

G1.B2.S1 Participate in District Grant for Whole Brain Teaching Learning Community.

PD Opportunity 1

Whole Brain Teaching Learning Community and Book Study

Facilitator

Jamie Rickman and Amanda Cravatt

Participants

25 Teachers and 2 Administrators

Target Dates or Schedule

Meets monthly throughout school year

Evidence of Completion

Monthly Meetings Chapter Postings Classroom Walk-throughs and Observations Sign-in Log

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

Target Dates or Schedule

October 2nd, October 10th, January 6th, and February 17th for a total of 9 hours.

Evidence of Completion

Discovery Education Assessments and Reports Training Sign-in log

G2. Increase writing proficiency through the use of "Step Up to Writing" strategies.

G2.B1 No Teacher Planning Days for First Semester

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

PD Opportunity 1

Train teachers in "Step Up to Writing" Strategies in small chunks afterschool.

Facilitator

Brian Spivey, District Language Arts Specialist Beverly Patteson, District Teacher on Special Assignment Teacher Leaders

Participants

Teachers

Target Dates or Schedule

August 28, 2013: Step Up to Writing Bi-Weekly Curriculum Meetings Monthly at Faculty Meetings
Weekly Grade Level Meetings

Evidence of Completion

2014 FCAT Writing Writing Assessments (Quarterly) Classroom Walk-throughs E3 Observations

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student engagement during instructional delivery through the use of peer-to-peer interaction, discussion, and listening.	\$7,600
G2.	Increase writing proficiency through the use of "Step Up to Writing" strategies.	\$5,000
Total		\$12,600

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
District and School Funds	\$2,500	\$0	\$2,500
SAI and A+ Recognition Funds	\$0	\$5,000	\$5,000
District and School Funds	\$2,500	\$0	\$2,500
District Funds	\$2,600	\$0	\$2,600
Total	\$7,600	\$5,000	\$12,600

Budget Details

Budget items identified in the SIP as necessary 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 No Teacher Planning Day first semester.

G1.B1.S1 Whole Brain Training Learning Community: Meet after school once a month, Provide book and materials, Provide sub day for training.

Action Step 1

Whole Brain Teaching Learning Community

Resource Type

Professional Development

Resource

Whole Brain Teaching Book, Whole Brain Teaching Online Site

Funding Source

District and School Funds

Amount Needed

\$2,500

G1.B1.S2 Continue to send teachers to Kagan training as funds allow. Share and model Kagan strategies at Faculty Meetings.

Action Step 1

Send teachers to Kagan training during the summer.

Resource Type

Professional Development

Resource

Training for one Teacher, Kagan Materials

Funding Source

District Funds

Amount Needed

\$600

G1.B1.S3 Conduct 9 hours of Discovery Education Training. Give 2 choices of training for first three hours of training: After School or Saturday morning. Other 6 hours will be conducted on Teacher Planning Days during second semester.

Action Step 1

Conduct 9 hours of Discovery Education Training. Give 2 choices of training for first three hours of training: After School or Saturday morning. Other 6 hours will be conducted on Teacher Planning Days during second semester.

Resource Type

Professional Development

Resource

Training, Substitutes

Funding Source

District Funds

Amount Needed

\$2,000

G1.B2 Limit Funds for Training

G1.B2.S1 Participate in District Grant for Whole Brain Teaching Learning Community.

Action Step 1

Whole Brain Teaching Learning Community and Book Study

Resource Type

Professional Development

Resource

Whole Brain Teaching Book, Substitutes

Funding Source

District and School Funds

Amount Needed

\$2,500

G2. Increase writing proficiency through the use of "Step Up to Writing" strategies.

G2.B2 Limited funds to purchase teacher materials for each teacher and provide professional learning.

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

Action Step 1

"Step Up to Writing" Materials for teachers

Resource Type

Evidence-Based Program

Resource

Step Up to Writing Materials

Funding Source

SAI and A+ Recognition Funds

Amount Needed

\$5,000