Hellen Caro Elementary School

2021-22 Schoolwide Improvement Plan

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Hellen Caro Elementary School

12551 MEADSON RD, Pensacola, FL 32506

www.escambiaschools.org

Demographics

Principal: Amy Roby H

Start Date for this Principal: 7/26/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	43%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: A (65%) 2016-17: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	36%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Willis, Monica	Science Teacher	Pull small group instruction for 4th and 5th graders
Walker, Julie	RTI Coordinator	Pull Tier II and Tier III students, assist with training teachers on the RTI Process, paperwork, and strategies. Monitor school's data to ensure progress of subgroups
Duvall, Julie		Implement SIP, monitor data and make adjustments to ensure all students make learning gains.
Moore, Sandra		Implement SIP, monitor data and make adjustments to ensure all students make learning gains.
Bell, Saundra		Conduct and Monitor RTI Meetings and Data
Choron, Denise		Conduct and Monitor RTI Meetings and Data

Demographic Information

Principal start date
Monday 7/26/2021, Amy Roby H

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

683

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

Identify the number of instructional staff who joined the school during the 2021-22 school year.

10

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	96	129	107	118	117	116	0	0	0	0	0	0	0	683
Attendance below 90 percent	8	21	14	11	17	22	0	0	0	0	0	0	0	93
One or more suspensions	1	0	1	3	3	2	0	0	0	0	0	0	0	10
Course failure in ELA	0	1	4	3	7	1	0	0	0	0	0	0	0	16
Course failure in Math	0	0	2	3	9	1	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	9	15	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	18	20	0	0	0	0	0	0	0	38
Number of students with a substantial reading deficiency	2	3	4	7	5	4	2	0	0	0	0	0	0	27

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	1	1	3	2	0	0	0	0	0	0	0	8

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	8	3	3	0	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Thursday 9/9/2021

2020-21 - 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	
Number of students enrolled	125	129	141	135	118	107	0	0	0	0	0	0	0	755
Attendance below 90 percent	5	20	10	8	8	11	0	0	0	0	0	0	0	62
One or more suspensions	0	3	1	0	1	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	2	0	0	1	0	0	0	0	0	0	0	0	3
Course failure in Math	0	1	0	0	2	1	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	8	0	0	0	0	0	0	0	9

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	0	2	0	0	0	0	0	0	0	0	3

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	5	4	2	2	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

2020-21 - 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	
Number of students enrolled	125	129	141	135	118	107	0	0	0	0	0	0	0	755
Attendance below 90 percent	5	20	10	8	8	11	0	0	0	0	0	0	0	62
One or more suspensions	0	3	1	0	1	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	2	0	0	1	0	0	0	0	0	0	0	0	3
Course failure in Math	0	1	0	0	2	1	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	8	0	0	0	0	0	0	0	9

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	0	2	0	0	0	0	0	0	0	0	3

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	5	4	2	2	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				70%	53%	57%	70%	49%	56%
ELA Learning Gains				60%	55%	58%	57%	46%	55%
ELA Lowest 25th Percentile				45%	52%	53%	44%	40%	48%
Math Achievement				69%	57%	63%	73%	55%	62%
Math Learning Gains				75%	60%	62%	76%	57%	59%
Math Lowest 25th Percentile				57%	52%	51%	66%	48%	47%
Science Achievement				73%	54%	53%	68%	55%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	73%	56%	17%	58%	15%
Cohort Comparison						
04	2021					
	2019	63%	52%	11%	58%	5%
Cohort Comparison		-73%				
05	2021					
	2019	74%	51%	23%	56%	18%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	54%	55%	-1%	62%	-8%
Cohort Comparison						
04	2021					
	2019	74%	58%	16%	64%	10%
Cohort Comparison		-54%				
05	2021					
	2019	78%	55%	23%	60%	18%
Cohort Comparison		-74%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	72%	55%	17%	53%	19%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR was utilized for Fall, Winter, and Spring ELA and Math progress monitoring. The science district quarterly assessment was used for science progress monitoring. The numbers reflect the membership, students tied to the school during both survey 2 and 3.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	109/49.5%	112/86.6%	107/71%
	Economically Disadvantaged	55/47.3%	54/83.3%	52/61.5%
	Students With Disabilities	8/50%	8/62.5%	7/14.3%
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	110/59.1%	111/74.8%	99/80.8%
	Economically Disadvantaged	55/58.2%	54/64.8%	49/77.6%
	Students With Disabilities	8/50%	9/33.3%	8/62.5%
	English Language Learners	N/A	N/A	N/A

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	124/60.5%	124/73.4%	130/75.4%
	Economically Disadvantaged	53/52.8%	52/69.2%	54/74.1%
	Students With Disabilities	13/30.8%	13/30.8%	14/50%
	English Language Learners	1/0%	1/100%	1/100%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	122/44.3%	122/50.8%	126/53.2%
	Economically Disadvantaged	52/30.8%	52/34.6%	53/52.8%
	Students With Disabilities	13/15.4%	13/7.7%	14/28.6%
	English Language Learners	1/100%	1/100%	1/100%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	118/56.8%	126/67.5%	118/68.6%
	Economically Disadvantaged	48/56.3%	50/68%	47/70.2%
	Students With Disabilities	20/25%	15/26.7%	15/40%
	English Language Learners	1/0%	1/0%	1/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	119/54.6%	126/72.6%	118/68.5%
	Economically Disadvantaged	49/61.2%	50/72%	43/60.5%
	Students With Disabilities	20/25%	15/46.7%	13/53.8%
	English Language Learners	1/100%	1/0%	1/100%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	114/55.3%	112/67%	104/66.3%
	Economically Disadvantaged	39/35.9%	32/43.8%	32/50%
	Students With Disabilities	19/15.8%	19/42.1%	19/36.8%
	English Language Learners	2/0%	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	111/42.3%	111/50.5%	101/60.4%
	Economically Disadvantaged	38/31.6%	32/40.6%	31/48.4%
	Students With Disabilities	18/11.1%	18/22.2%	17/35.3%
	English Language Learners	2/0%	N/A	N/A

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	94/42.6%	94/58.5%	92/59.8%
	Economically Disadvantaged	42/35.7%	40/47.5%	38/50%
	Students With Disabilities	11/0%	10/20%	10/20%
	English Language Learners	N/A	2/0%	1/50%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	93/43%	95/55.8%	94/55.3%
	Economically Disadvantaged	41/29.3%	41/39%	40/50%
	Students With Disabilities	10/0%	11/9.1%	11/9.1%
	English Language Learners	N/A	2/0%	2/50%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	93/57%	99/52.5%	91/59.3%
	Economically Disadvantaged	41/48.8%	42/45.2%	39/43.6%
	Students With Disabilities	11/27.3%	11/27.3%	11/27.3%
	English Language Learners	2/50%	2/0%	2/0%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	37	40		37			27				
BLK	50			54							
HSP	82	82		77	90		77				
MUL	69	58		74	67		73				
WHT	73	74	50	69	74	75	71				
FRL	60	51	38	57	65	50	56				
2019 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 2017-18	C & C Accel 2017-18
SWD	31	47	43	31	63	68	39				
BLK	43	40	33	48	63	47	47				
HSP	71	63		70	75		60				
MUL	78	60		76	83		86				

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
WHT	74	64	53	72	75	64	77				
FRL	56	56	49	57	71	58	57				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	458
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	82
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

First grade's SWD progress monitoring for ELA decreased from 62.5% in the winter to 14.3% proficient in the spring. SWD in 5th grade stayed the same or went down in every subject on the final spring progress monitoring assessment. We believe this is due to the amount of testing. On FSA and FCAT, SWD proficiency increased in all areas. SWD Science increased 11.7% points. On FSA and FCAT, black students made gains in all areas. FRL increased 12.1% points on FSA Math proficiency and ELA increased 5.2% points. Multiracial students decreased 12.7% points in Science; however, they were still 2.1% higher than all students.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is SWD Math Learning Gains. SWD LG in Math decreased 23.6% points.
Although SWD Math proficiency increased, it is at 34% points. Multiracial and FRL Subgroups Lowest Quartile decreased 8 points. SWD ELA Learning Gains decreased 7% points. SWD ELA proficiency increased; however, it is 36.2%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Many of our SWD and Multiracial students were on remote. Another contributing factor was COVID and attendance. General education teachers and ESE teachers need to to plan for targeted instruction in Math for SWD students including implementing Tier III strategies. Teachers need to utilize SchoolNet progress monitoring to plan for instruction. iReady will be utilized to assist teachers in individualizing students' learning paths. More iReady training will be provided.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

FRL Math Proficiency increased 12.1% points. FRL ELA Lowest Quartile increased 7.3% points. SWD Science increased 11.7% points. Black students increased 8.6% points in Science.

What were the contributing factors to this improvement? What new actions did your school take in this area?

After school tutoring was offered in ELA and Math. Additional standards based math practice workbooks were ordered that provided meaningful homework and/or tutoring materials. For Science, the teachers leveled students by SchoolNet data in the spring and targeted students on specific standards that they had not mastered.

What strategies will need to be implemented in order to accelerate learning?

After school tutoring will continue. Students are receiving TIER II and TIER III interventions. SWD receive TIER III interventions with the ESE teacher and again with the general education teacher. We will increased the focus on Math Fluency school-wide. iReady will be utilized to assist teachers in individualizing students' learning paths throughout the year. Admin will conduct Walk-throughs to

observe small group Math instruction. Teacher will be trained on the Sonday Reading System for TIER III small groups.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Training on B.E.S.T Standards, iReady Training, Sonday Reading System, HMH Training, data meetings, online pd for ELA. Administrators will conduct frequent walk-throughs to ensure strategies are implemented with fidelity and to provide feedback and/or identify pd needs of individual teachers.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our school now has an RTI coordinator who can assist teachers in selecting appropriate interventions and model interventions with struggling teachers. Our school will utilize the District Math Specialist to plan targeted standards based instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	SWD Math Learning Gains decreased by 23.6% points. Although Math Proficiency increased 3% points, the proficiency is at 34% points.
Measurable Outcome:	The SWD Subgroup will improve 15% points when comparing FSA Math Learning Gains increasing from 44.4 to 59.4. The SWD Subgroup will increase 10% points when comparing FSA Math Proficiency increasing from 34% points to 44% points.
Monitoring:	STAR360 data, iReady data, and SchoolNet data will be utilized for progress monitoring.
Person responsible for monitoring outcome:	Julie Duvall (jduvall@ecsdfl.us)
Evidence-based Strategy:	Teach Students to Use Visual Representations to Solve Problems
Rationale for Evidence-based Strategy:	In analyzing 2021 FSA data and current 2021 progress monitoring data, operations and algebraic thinking continue to be a hindrance to problem solving. According to Improving Mathematical Problem Solving in Grade 4 to 8 found on What works Clearinghouse, providing instruction on the use of visual representations to solve problems has a strong positive effect size on students' performance.

Action Steps to Implement

1. Demonstrate for students how to select the appropriate visual representation for the problem they are solving, Administrator Walk-throughs
2. Use think-alouds and discussions to teach students how to represent problems visually, Administrator Walk-Throughs
Teachers and Admin will utilize STAR360, iReady, and SchoolNet data througout the year. Teachers will set target goals and assign individualized lessons on iReady.

Person Responsible Sandra Moore (smoore@ecsdfl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Multiracial and FRL Subgroups Math Lowest Quartiles decreased 8 points.
Measurable Outcome:	The Multiracial and FRL Subgroups will improve 8% points when comparing FSA Math Lowest Quartile learning gains.
Monitoring:	STAR 360, iReady, and SchoolNet reports will be utilized for progress monitoring. The data from these reports will be used to analyze both subgroups and plan for instruction as needed. Administrators will conduct frequent Walk-throughs to ensure fidelity with the implementation of this strategy. Based on student data, additional profession development will be provided as needed.
Person responsible for monitoring outcome:	Julie Duvall (jduvall@ecsdfl.us)
Evidence-based Strategy:	Teach Students to Use Visual Representations to Solve Problems
Rationale for Evidence-based Strategy:	In analyzing the 2021 FSA data and the current 2021 progress monitoring data, operations and algebraic thinking continue to be a hindrance to problem solving. According to Improving Mathematical Problem Solving in Grades 4 to 8 found on What Works Clearinghouse, providing instruction on the use of visual representations to solve problems has a strong positive effect size on students performance.

Action Steps to Implement

1. Demonstrate for students how to select the appropriate visual representation for the problem they are solving, Administrator Walk-throughs
2. Use think-alouds and discussions to teach students how to represent problems visually, Administrator Walk-Throughs
Teachers and Admin will utilize STAR360, iReady, and SchoolNet data througout the year. Teachers will set target goals and assign individualized lessons on iReady.

Person Responsible	Julie Duvall (jduvall@ecsdfl.us)

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	SWD ELA Learning Gains decreased by 7% points. Although ELA Proficiency increased 5.2% points, the proficiency 36.2% points.
Measurable Outcome:	The SWD Subgroup will improve 5% points when comparing FSA ELA Learning Gains increasing from 40% points to 45% points. The SWD Subgroup will increase 10% points when comparing FSA ELA Proficiency increasing from 36.2% points to 46.2% points.
Monitoring:	STAR360 data, iReady data, HMH assessments, and SchoolNet data will be utilized for progress monitoring.
Person responsible for monitoring outcome:	Julie Duvall (jduvall@ecsdfl.us)
Evidence-based Strategy:	Teach students to decode words, analyze word parts, and write and recognize words.
Rationale for Evidence-based Strategy:	In analyzing 2021 FSA data and current 2021 progress monitoring data, morphology appears to be a hindrance to student comprehension . According to Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade found on What Works Clearinghouse, providing instruction on decoding, analyzing word parts, and writing and recognizing words has a strong positive effect size on students' performance.

Action Steps to Implement

1. Instruct students on decoding and analyzing word parts, Administrator Walk-throughs
2. Use direct instruction for teaching writing, Administrator Walk-Throughs
Teachers and Admin will utilize STAR360, iReady, and SchoolNet data througout the year. Teachers will set target goals and assign individualized lessons on iReady.

Person Responsible	Sandra Moore (smoore@ecsdfl.us)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our school ranked Middle/Moderate in Violent Incidents, ranked Very Low in Property Incidents, ranked High in Drug/Public Order Incidents, and ranked very low in total suspensions. The school is using ERASE, PBIP, and FBAs to address serious behavior as well as reviewing placement. Expectations, routines, and school/district policies are taught and reinforced throughout the school year. 100% of students receive bullying training. Suite 360 is used to teach appropriate behavior. The MTSS Plan is developed and monitored by the school's Leadership Team. The school works with District Behavior Analyst for strategies and training.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The social and emotional needs of students are met through counseling and mentoring services. Hellen Caro houses two 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 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.
Programs or Events utilized to build positive relationships with all stakeholders: Teachers, parents, and students also utilize Suite 360 which is provided by our district.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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 provides speech and language services to three and four year old who are identified and staffed in the SLI program.

The MTSS team meets on a weekly basis to review student progress throught the MTTS. 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/strategies (research based) that are needed to meet the needs of students in MTSS.

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

The school works with the district's Homeless Coordinator to provide resources (clothing, food, 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.

The school offers non-violence, anti-bullying, and anti-drug programs that incorporate Gulf Coast Kid's House, guest speakers, counseling, and classroom discussion.

Housing programs and Head Start are offered at the district level and are overseen by the Title I District office.
This program is not applicable to our school.
Capturing Kids Hearts Training
Kagan Training
Parent conferences for all grade levels
All Hands on Deck PTA monthly
Open House
Orientation
Volunteers
FOCUS Gradebook
Family ELA, Math, and Science Nights
Business Partners

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: ESSA Subgroup: Students with Disabilities**	$0.00
2	III.A.	**Areas of Focus: Instructional Practice: Math**	$0.00
3	III.A.	**Areas of Focus: ESSA Subgroup: Students with Disabilities**	$0.00
		Total:	**$0.00**