

Escambia County School District

Hellen Caro Elementary School



2022-23 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: 7/1/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	43%
2021-22 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	2021-22: A (62%) 2018-19: A (64%) 2017-18: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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12551 MEADSON RD, Pensacola, FL 32506

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	43%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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Purpose and Outline of the SIP

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Watts, Rachel	Principal	Implement SIP, monitor data and make adjustments to ensure all students make learning gains.
Duvall, Julie	Assistant Principal	Implement SIP, monitor data and make adjustments to ensure all students make learning gains.
Bell, Sandra	School Counselor	Counselor Conduct, FBAs/PBIP, LEA, Mental Health Referrals
Choron, Denise	School Counselor	Counselor Conduct, FBAs/PBIP, LEA, Mental Health Referrals
Walker, Julie	Other	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

Demographic Information

Principal start date

Friday 7/1/2022, Amy Roby H

Number of teachers with a 2022 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 2022 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.*

11

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

648

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

0

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	113	88	127	99	103	116	0	0	0	0	0	0	0	646
Attendance below 90 percent	40	12	18	16	10	13	0	0	0	0	0	0	0	109
One or more suspensions	2	1	1	2	5	3	0	0	0	0	0	0	0	14
Course failure in ELA	0	1	1	2	2	1	0	0	0	0	0	0	0	7
Course failure in Math	0	1	0	2	5	0	0	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	7	13	0	0	0	0	0	0	0	23
Level 1 on 2022 statewide FSA Math assessment	0	0	3	15	18	0	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	0	2	3	3	3	5	0	0	0	0	0	0	0	16

Using the table above, complete the table below with the number of students by current grade level who have 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	1	2	8	6	0	0	0	0	0	0	0	18

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	2	2	3	1	1	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	1	0	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 9/22/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	66%	51%	56%				70%	53%	57%
ELA Learning Gains	61%						60%	55%	58%
ELA Lowest 25th Percentile	45%						45%	52%	53%
Math Achievement	70%	46%	50%				69%	57%	63%
Math Learning Gains	71%						75%	60%	62%
Math Lowest 25th Percentile	48%						57%	52%	51%
Science Achievement	71%	52%	59%				73%	54%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	73%	56%	17%	58%	15%
Cohort Comparison		0%				
04	2022					
	2019	63%	52%	11%	58%	5%
Cohort Comparison		-73%				
05	2022					
	2019	74%	51%	23%	56%	18%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	54%	55%	-1%	62%	-8%
Cohort Comparison		0%				
04	2022					
	2019	74%	58%	16%	64%	10%
Cohort Comparison		-54%				
05	2022					
	2019	78%	55%	23%	60%	18%
Cohort Comparison		-74%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	72%	55%	17%	53%	19%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	24	39	38	36	50	35	36				
BLK	38	47		39	53						
HSP	63	52		69	76		75				
MUL	71	63		74	67		75				
WHT	69	63	33	72	73	53	73				
FRL	57	57	52	59	58	35	50				
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				
WHT	74	64	53	72	75	64	77				
FRL	56	56	49	57	71	58	57				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	62
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	432
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0

White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

SWD learning gains in both ELA and Math are lower than all other subgroups. Math LQ learning gains decreased 15 percent when compared to 2020-2021. Math proficiency and learning gains remained almost the same. ELA proficiency and learning gains decreased when compared to 2020-2021.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

AP1 Data shows that 57.7% of students are proficient in ELA compared to 26.7% of SWD. AP1 Data indicates that 46.6% of students are proficient in MATH compared to 24.4% of SWD. SWD ELA learning gains have decreased the past two years. In 2019, 47% made learning gains compared to 39% in 2022. In 2019, 63% made learning gains compared to 50% in 2022.

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

ESE teachers have changed, the ELA curriculum has changed, ELA interventions have changed. Many of the SWD chose remote learning during COVID. Teachers are being trained on the new interventions. Students are receiving instruction in person and had a full year of in person learning last year. The Sonday System is being utilized to close the gap. Teachers have received iReady training and HMH training.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our BLK ELA learning gains have increased 7 percentile points. 27% of SWD were proficient in science in 2021 compared with 36% proficient in 2022. FRL ELA lowest quartile students increased 14 percentile points.

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

More of our staffing including the ESE teachers earned their reading endorsement. Teachers had multiple opportunities for ELA professional development. For science students rotated through science stations with their general education peers.

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

After school tutoring will continue. After school STEM programs will be held for 4th and 5th grade students. 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 continue to increase the focus on MATH FLUENCY school-wide. Additionally, we are purchasing the fraction component for Reflex Math. iReady will be utilized to assist teachers in individualizing students' learning paths throughout the year. Admin will conduct Walk-throughs to observe small group ELA and Math instruction. Teachers will receive additional training on TIER III interventions.

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.

Teachers will receive training on the B.E.S.T standards, new math curriculum, iReady, Reflex Math (expanding to include fractions), and additional small group interventions. Administrators will conduct frequent walk-throughs to ensure strategies are implemented with fidelity and to provide feedback and/or identify professional development 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.

Students will have opportunities to attend STEM activities after-school. ESSER funding will be utilized to provide tutoring services. SAI funding will be utilized to purchase Savvas math practice workbooks. Students will have a one-to-one Chromebook with access to multiple online programs including iReady, MyOn, Reflex, Google Classrooms, and online adopted subject area curriculum. Our school RTI Coordinator will assist teachers in selecting appropriate interventions and model interventions with struggling teachers. Admin will utilize the District ELA Specialist and District Math Specialist to plan targeted standards based instruction.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Teachers will complete training and plan lessons using the B.E.S.T standards. At grade level meetings, teachers will utilize district pacing guides to plan for standard-based instruction. Teachers will receive training in how to use iReady and F.A.S.T. Progress Monitoring Reports to plan for individualized instruction. Teachers will receive training on TIER II and TIER III strategies.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In 2022, 24% of SWD were proficient in ELA. SWD will improve 10 percentile points in ELA proficiency.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

ELA proficiency will be monitored using the F.A.S.T. Progress Monitoring testing, iReady Reports, STAR360 Reports, Accelerated Reader Reports, and HMH Assessment Data.

Person responsible for monitoring outcome:

Rachel Watts (rwatts@ecsdfi.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Teach students to decode words, analyze word parts, and write and recognize words.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

In analyzing 2021 FSA data and current 2021 progress monitoring data, morphology appears to be a hinderance 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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, SchoolNet, and F.A.S.T. data throughout the year. Teachers will set target goals and assign individualized lessons on iReady.

Person Responsible Rachel Watts (rwatts@ecsdfi.us)

#2. Instructional Practice specifically relating to Math**Area of Focus
Description and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

In analyzing the 2022 FSA data, the current 2022 progress monitoring data, and Rti data shows that many students lack Number Sense, specifically fact fluency.

Measurable Outcome:**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

3rd, 4th, and 5th grade students will improve 5 percentile points when comparing 2022 FSA MATH proficiency to 2023 F.A.S.T. MATH proficiency.

Monitoring:**Describe how this Area of Focus will be monitored for the desired outcome.**

MATH proficiency will be monitored using the F.A.S.T. Progress Monitoring testing, iReady Reports, STAR360 Reports, and weekly Savvas Math Assessment Data. Monitor usage and mastery of facts on Reflex Math reports.

Person responsible for monitoring outcome:

Julie Duvall (jduvall@ecsdfi.us)

**Evidence-based
Strategy:****Describe the evidence-based strategy being implemented for this Area of Focus.**

Provide systematic instruction during intervention to develop student understanding of mathematical ideas.

**Rationale for
Evidence-based
Strategy:****Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

In analyzing the 2022 FSA data and the current 2022 progress monitoring data, fact fluency and lack of pre-requisite skills is a hinderance to understanding mathematical ideas. According to Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades found in What Works Clearinghouse, providing systematic instruction during intervention develops student understanding of mathematical ideas.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Review and integrate previously learned content throughout intervention to ensure that students maintain understanding of concepts and procedures.
2. When introducing new concepts and procedures, use accessible numbers to support learning.
3. Sequence instruction so that the mathematics students are learning builds incrementally.
4. Provide visual and verbal supports.
5. Provide immediate, supportive feedback to students to address any misunderstandings.

Person Responsible Julie Duvall (jduvall@ecsdfl.us)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Programs and Events are utilized to build positive relationships with all stakeholders. Teachers, parents, and students also use 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 using ESGI 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 school culture and environment.

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 throughout the process. Team members review screening data and link that data to instructional decisions on the implementation of research-based interventions. 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 research-based resources/strategies that are needed to meet the needs of students in MTSS.

Services for English Language 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, cyber security, 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 conference for all grade levels

All Hands on Deck PTA Monthly Volunteer Program

Open House

Orientation

Volunteers

FOCUS Gradebook

School Website

Family ELA, MATH, and Science Nights

Business Partnerships

Student of the Month Recognition

Accelerated Reader Recognition and Incentives

Honor Roll Ribbons (including goal ribbons for ESE students) and certificates from local business partners

Good Citizenship Ribbons