



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

Pam Stewart, Commissioner

## 2014-2015 SCHOOL IMPROVEMENT PLAN [ DRAFT ]

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Mildred Helms Elementary School

561 CLEARWATER LARGO RD S

Largo, FL 33770

727-588-3569

<http://www.mildred-es.pinellas.k12.fl.us>

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## **SIP Authority and Template**

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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 have been excluded from this document.

## Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Mildred Helms Elementary is to enable students to grow academically and socially by providing a positive, challenging, learning, and respectful environment.

##### **Provide the school's vision statement**

100% Student Success

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Diversity is valued at MHES. Teachers embed writing and oral language activities into their day that give students the opportunity to share about themselves and their family and allow students to build relationships with each other. Teachers take advantage of teachable moments when curriculum themes focus on cultures, giving children the opportunity to write and speak about their connections and diversity. During the first 20 days of school, teachers focus on getting to know their students, who they are, and what they know academically.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Before and after school staff members and fifth grade patrols monitor hallways and greet students upon arriving to and departing from campus, ensuring that students feel safe and secure during non-classroom hours. This year Mildred Helms will be initiating the Olweus Bullying Prevention program, which includes student, staff, and schoolwide components. Students will be trained to recognize bullying and know when and how to intervene and report. Staff were trained on using the online reporting system and encouraged to enter any suspected cases of bullying that come to their attention. Additionally, staff will be receiving training on utilizing a trauma-informed model in their classroom, which encourages them to consider a student's possible past history of trauma and utilize strategies for de-escalation when problem behaviors occur. Students will be given strategies for self-management of emotions, and each classroom will have a "cool down space" with a variety of tools to allow students to take a short break when they are feeling emotionally volatile.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Utilizing a multi-tiered system of support, students are provided with a variety of services to ensure that their social and emotional needs are being met. For tier 1, every classroom receives a series of developmentally appropriate, research-based guidance lessons throughout the year. These lessons are facilitated by the school counselor and chosen to address student needs in a particular grade (for example, social skills, conflict resolution, bullying prevention, child safety). For tier 2, students who continue to have social/emotional difficulties are recommended by the teacher/counselor/parent to participate in a small counseling group tailored to their particular need. These groups are typically conducted for a period of 6-8 weeks. If a student's behavior continues to impede their academic

success, even with increased supports, they may receive more intensive tier 3 interventions, for example: assignment to a one-on-one mentor, weekly or biweekly individual counseling sessions with the school counselor or social worker, or daily check-in/check-out with a behavior contract. Additionally, depending upon the student issue, the team may create a PBIP for these students, track data, and if necessary create an FBA.

Additional preventative services include the STEP program, which focuses on supporting and empowering academically capable minority students, and BUGS (Bringing Up Grades), a program which provides support and encouragement for academically struggling 3rd graders.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Our Commitment to Character program is a school wide initiative. It is aligned to our Positive Behavior Plan and School wide Behavior Plan. Student and parent surveys are conducted to provide input on students' social and emotional needs. Small group guidance lessons are based on this input. The school psychologist and social worker provide additional support also.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Our Early Warning Signs are attendance below 90%, one or more In School Suspensions, one or more Out of School Suspensions, more than 10 Suspension Days and a Level 1 score on the Reading or Math statewide, standard assessment.

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

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

Indicator	Grade	Students
Attendance below 90 percent	K	16
Attendance below 90 percent	1	12
Attendance below 90 percent	2	11
Attendance below 90 percent	3	10
Attendance below 90 percent	4	9
Attendance below 90 percent	5	12
	<b>Total</b>	<b>70</b>
	<b>Total</b>	
	<b>Total</b>	
Level 1 on statewide assessment	3	68
Level 1 on statewide assessment	4	34
Level 1 on statewide assessment	5	70
	<b>Total</b>	<b>172</b>

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade	Students
	Total	

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators)**

Our Child Study Team monitors absences and provides parental support through our Social Worker and county resources. Our School Counselor provides counseling and support for students, also. We have implemented an attendance program recognizing perfect attendance for individual students and 100% daily class attendance. All of our Level 1 and 2 students receive academic interventions and progress monitoring.

### Family and Community Involvement

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

#### **PIP Link**

No PIP plan available

This application does not have a PIP plan uploaded for this school or this district. Please forward or have your district forward the plan document via an Intercom support request and we will upload it.

#### **Description**

We are working to increase family involvement in our curriculum activities in order to get parents involved as partners in their children's academic achievement. We are marketing these evenings as fun and informative and for their children's benefit. We are using tickets for each family event. Families will enter their tickets for an end of the year recognition.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Community Liaison surveys local businesses to provide support for the school and individual classrooms. Administrators work with local service groups and business partnerships in establishing relationships to secure funding and mentors.

### Effective Leadership

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

#### School Leadership Team

##### **Membership**

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

Name	Title	Email
Brennan, Shannon	Principal	brennans@pcsb.org
Deoliveira, Mary	Assistant Principal	deoliveiram@pcsb.org
Lincoln, Shannon	Guidance Counselor	lincolns@pcsb.org
Glenn, Michele	Attendance/Social Work	glennm@pcsb.org

### Duties

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

Principal - ultimately responsible for MTSS systems. Works from a list to make sure that those who have been identified are moving. Assistant Principal facilitates the meetings, monitors data collection and analysis of common assessment and progress monitoring data. Intermediate Intervention teacher - provides Tier 3 interventions and organizes the scheduling of hourly teachers and student interventions. Counselor - 504 coordinator/calendar keeper/secretary. Psychologist performs data analysis and works with classroom teachers and interventionists to determine students in need of additional supports. Develops Tier 3 Problem Solving Worksheets for students in academic need. Social Worker works on attendance and family issues as well as addressing students with behavior concerns by developing FBAs and problem solving worksheets for students with behavioral needs.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

All members of the SIP and MTSS teams have provided their input and analysis of the previous year's data. Students are placed in intervention groups and interventions are assigned based on student needs. Interventions are progress monitored and data is reviewed monthly. Interventions are changed as needed. Common assessment data is analyzed to determine the strength of core instruction.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Pam Douberly	Business/Community
Eric Wahlbeck	Parent
Ryan Horton	Parent
Crisella Winder	Parent
Jennifer Fawcett	Business/Community
Deborah Harris	Education Support Employee
Shannon Brennan	Principal
	Student

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), F.S**

*Evaluation of last year's school improvement plan*

*Development of this school improvement plan*

SAC has been involved in the discussions for improving the parent involvement of our parents. They are also involved with the decision to keep hourly teachers working with students who need interventions.

*Preparation of the school's annual budget and plan*

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

The projected use of SAC funds is for parent involvement functions including multicultural events.

**Verify that the school is in compliance with section 1001.452, F.S., regarding the establishment requirements and duties of the SAC**

No

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

**Literacy Leadership Team (LLT)**

Meets the requirements of Rule 6A-6.053(3), F.A.C.

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title	Email
Brennan, Shannon	Principal	brennans@pcsb.org
Deoliveira, Mary	Assistant Principal	deoliveiram@pcsb.org
Ovale, Michelle	Teacher, K-12	ovallem@pcsb.org
Pearson, Leesa	Teacher, K-12	pearsonl@pcsb.org

**Duties**

**Describe how the LLT promotes literacy within the school**

This year we will continue our focus on standards-based instruction, using the district developed modules and guided reading small groups. Teams will be planning together in order to increase the rigor and cognitive level expectations of our students.

**Public and Collaborative Teaching**

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

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Team work is valued at MHES and is encouraged daily. Administration meets with Professional Learning Communities to discuss curriculum, review data and monitor school processes to create a collegial working environment. Grade level teams plan collaboratively. Administration encourages teamwork by engaging the staff in team building activities.



### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Interview and select the best candidates. Assign Mentor/teachers to coach new teachers. Teachers can be new to the profession, new to school or new to grade level. Partner "new" teachers with veteran teachers of that grade level or subject area. Veterans who mentor teachers new to the profession must also have the mentor training and be effective teachers.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Mentors are selected based on their qualifications, knowledge, performance data and ability to coach . They are paired with teachers who will be teaching the same grade level/subjects. Planned Mentoring activities: Setting up classroom/behavior plans/duty/due dates/basic expectations. Assist with Open House Plans/ testing/data review/determine interventions/meet and plan together regularly. Mentees can observe mentors and/or mentor or literacy coach can co-teach in mentees class for any specific needs.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Teachers use the Florida Standards to plan instruction and resources such as textbooks, research-based interventions, and technology to support instruction. Our teachers are participating in professional development on the Florida Standards to increase their ability to plan effectively. Administrators review lesson plans and conduct walk throughs to ensure that instruction is aligned to the Florida Standards.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Administrators and teachers review achievement data (SAT 10, State Assessments, FAIR, running records, Math and Science Common Assessments) to identify students' strengths and weaknesses. Research-based interventions that focus on academic needs are implemented. Students are offered extended learning opportunities. ESOL strategies are infused into all academic subjects to support our ESOL students. Teachers use a variety of modalities to present the Florida Standards and meet the academic needs of students who are not meeting grade level expectations. Instruction is tailored to the student to enable on grade level performance.

##### ***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***



**Strategy type:** After School Program

**Minutes added to school year:** 6,480

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

***Strategy Description***

Our extended learning opportunities include a combination of Promise Time, Extended Learning and STEM. Core academic instruction will meet the remedial and enrichment needs of our children. STEM clubs will provide math and science enrichment.

***Strategy Rationale***

The After School Program will add an hour of instruction for students who need additional instructional time in order to meet grade level expectations. The After School Program also provides an additional hour for students to participate in math and science enrichment activities (STEM). The desired outcome is for students to increase their math and science proficiency.

***Person(s) responsible for monitoring implementation of the strategy***

Deoliveira, Mary, deoliveiram@pcsb.org

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Common assessment data will be used to determine the growth of the children in the extended learning program.

**Student Transition and Readiness**

**PreK-12 Transition**

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

***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

Pre-K teachers use curriculum aligned to K expectations in order to have their students prepared for K.

Kindergarten teachers have an orientation in spring for the next year's students. Readiness skills are emphasized as well as academic and behavioral expectations. Parents are given take home materials and information to use to prepare their children on a variety of school readiness expectations.

**College and Career Readiness**

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

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

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

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), F.S***

## School Improvement Goals

### Goals Summary

- G1.** Increase Parent Involvement attendance at parent trainings or workshops in 2014-15 by 10% as compared to 2013-14.
- G2.** Student math proficiency will meet or exceed the state average as measured by the 2015 FSA.
- G3.** African American student math proficiency will meet or exceed the state average as measured by the 2015 FSA.
- G4.** Student reading proficiency will meet or exceed the state average as measured by 2015 FSA.
- G5.** African American student reading proficiency will meet or exceed the state average as measured by the 2015 FSA.
- G6.** Increase the percentage of students who are proficient on the 2015 Science FCAT by 10% as compared to 2014.
- G7.** Student writing proficiency will meet or exceed the state average as measured by the 2015 FSA.

### Goals Detail

**G1.** Increase Parent Involvement attendance at parent trainings or workshops in 2014-15 by 10% as compared to 2013-14.

#### Targets Supported

Indicator	Annual Target
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#### Resources Available to Support the Goal

- Title I funds, Personnel

#### Targeted Barriers to Achieving the Goal

- Lack of communication between school and home.

<i>Plan to Monitor Progress Toward the Goal</i>	
Attendance sign-in sheets	
<b>Person Responsible</b>	Mary Deoliveira
<b>Schedule</b>	Quarterly, from 10/27/2014 to 06/03/2015
<b>Evidence of Completion</b>	Attendance sign-in sheets will document the number parents participating in trainings

**G2. Student math proficiency will meet or exceed the state average as measured by the 2015 FSA.****Targets Supported**

Indicator	Annual Target
AMO Targets Math - All Students	59.0
AMO Targets Math - ELL	40.0
AMO Targets Math - SWD	47.0

**Resources Available to Support the Goal**

- Countywide staff development, Curriculum meetings and PLCs on the CCSS and Standards of Mathematical Practices.

**Targeted Barriers to Achieving the Goal**

- Fidelity and rigor within core instruction. Lack of knowledge of the 8 Mathematical Practices and Common Core Standards.

<i>Plan to Monitor Progress Toward the Goal</i>	
Student achievement data chats and grade level data PLCs	
<b>Person Responsible</b>	Shannon Brennan
<b>Schedule</b>	Quarterly, from 10/13/2014 to 06/05/2015
<b>Evidence of Completion</b>	Student achievement scores, walk through data, minutes from data chats

**G3. African American student math proficiency will meet or exceed the state average as measured by the 2015 FSA.****Targets Supported**

Indicator	Annual Target
AMO Targets Math - African American	49.0

**Resources Available to Support the Goal**

- STMath, Math Formative Assessment System (MFAS), Florida State Standards

**Targeted Barriers to Achieving the Goal**

- Lack of instruction on math Florida State Standards.

<i>Plan to Monitor Progress Toward the Goal</i>	
Progress monitoring data, Common Assessment data	
<b>Person Responsible</b>	Shannon Brennan
<b>Schedule</b>	Biweekly, from 09/29/2014 to 05/29/2015
<b>Evidence of Completion</b>	Progress monitoring data, Common assessment data

**G4. Student reading proficiency will meet or exceed the state average as measured by 2015 FSA.**

### Targets Supported

Indicator	Annual Target
AMO Targets Reading - All Students	63.0
AMO Targets Reading - ELL	40.0
AMO Targets Reading - SWD	47.0

### Resources Available to Support the Goal

- County Wide Staff Development, Literacy Coach, iStation, PLC/Curriculum Meetings, LLI Interventionists, ELI interventionists, Extended Learning,

### Targeted Barriers to Achieving the Goal

- Fidelity of instruction. Lack of consistent instruction and knowledge of the Florida State Standards.

<i>Plan to Monitor Progress Toward the Goal</i>	
Student achievement data including Common Assessments and FAIR data.	
<b>Person Responsible</b>	Mary Deoliveira
<b>Schedule</b>	Quarterly, from 09/15/2014 to 06/05/2015
<b>Evidence of Completion</b>	Data meeting agendas and minutes, state assessment scores

**G5. African American student reading proficiency will meet or exceed the state average as measured by the 2015 FSA.**

### Targets Supported

Indicator	Annual Target
AMO Targets Reading - African American	45.0

### Resources Available to Support the Goal

- Countywide Professional Development, Literacy Coach, PLC/Curriculum Meetings, IStation

### Targeted Barriers to Achieving the Goal

- Fidelity of consistent small group instruction and knowledge of Florida Standards.

<i>Plan to Monitor Progress Toward the Goal</i>	
Common assessment data (FAIR, Running Records, ELA assessments), Florida Standards assessments	
<b>Person Responsible</b>	Mary Deoliveira
<b>Schedule</b>	Every 2 Months, from 10/06/2014 to 05/29/2015
<b>Evidence of Completion</b>	Cycle 1, 2 and 3 common assessment comparison data and analysis.

**G6.** Increase the percentage of students who are proficient on the 2015 Science FCAT by 10% as compared to 2014.

### Targets Supported

Indicator	Annual Target
FCAT 2.0 Science % Proficient	50.0

### Resources Available to Support the Goal

- Science Standards, District Curriculum guides, onsite STEM labs, District Science Coach

### Targeted Barriers to Achieving the Goal

- Lack of fidelity of instruction and knowledge of science standards in kindergarten through fifth grade.

<i>Plan to Monitor Progress Toward the Goal</i>	
Assessment data	
<b>Person Responsible</b>	Shannon Brennan
<b>Schedule</b>	Quarterly, from 10/20/2014 to 05/29/2015
<b>Evidence of Completion</b>	Data Graphs

**G7.** Student writing proficiency will meet or exceed the state average as measured by the 2015 FSA.

### Targets Supported

Indicator	Annual Target
FAA Writing % Proficient	

### Resources Available to Support the Goal

- Districtwide literacy training, monthly curriculum meetings, Site based Literacy Coach

### Targeted Barriers to Achieving the Goal

- Lack of consistent instruction and knowledge of the Florida Standards.

<i>Plan to Monitor Progress Toward the Goal</i>	
Common assessment data and state assessment will be reviewed to determine progress toward our goals.	
<b>Person Responsible</b>	Mary Deoliveira
<b>Schedule</b>	Quarterly, from 11/03/2014 to 05/29/2015
<b>Evidence of Completion</b>	Student achievement data, minutes from data meetings

## Action Plan for Improvement of SIG-Targeted Schools

### Problem Solving Key

G = Goal

B = Barrier

S = Strategy

**G1.** Increase Parent Involvement attendance at parent trainings or workshops in 2014-15 by 10% as compared to 2013-14.

**G1.B1** Lack of communication between school and home.

**G1.B1.S1** The Parent Involvement Liaison will coordinate parent trainings with P.T.A. , teachers and parents.

### Strategy Rationale

Increased communication and coordination will enable parents to participate in parent workshops.

<b>Action Step 1</b>	
Liaison will communicate and distribute parent workshop fliers and attendance rosters.	
<b>Person Responsible</b>	Mary Deoliveira
<b>Schedule</b>	Quarterly, from 09/29/2014 to 05/29/2015
<b>Evidence of Completion</b>	Sign-In sheets, and program flyers

<b>Plan to Monitor Fidelity of Implementation of G1.B1.S1</b>	
Observation during trainings	
<b>Person Responsible</b>	Mary Deoliveira
<b>Schedule</b>	Quarterly, from 10/10/2014 to 06/03/2015
<b>Evidence of Completion</b>	Meeting flyers, planning documentation, sign-in sheets

<b>Plan to Monitor Effectiveness of Implementation of G1.B1.S1</b>	
Parent Surveys	
<b>Person Responsible</b>	Mary Deoliveira
<b>Schedule</b>	Quarterly, from 10/27/2014 to 06/03/2015
<b>Evidence of Completion</b>	Surveys and survey comments



**G2.** Student math proficiency will meet or exceed the state average as measured by the 2015 FSA.

**G2.B1** Fidelity and rigor within core instruction. Lack of knowledge of the 8 Mathematical Practices and Common Core Standards.

**G2.B1.S1** Expand teacher knowledge of Florida Math Standards and instructional strategies through professional development and grade level planning.

### Strategy Rationale

Increasing teachers' knowledge of the standards and instructional strategies will equip them to be better teachers.

<b>Action Step 1</b>	
Professional development on Florida Math Standards instruction and collaborative planning within grade levels.	
<b>Person Responsible</b>	
<b>Schedule</b>	Monthly, from 08/11/2014 to 05/29/2015
<b>Evidence of Completion</b>	Curriculum agendas, PLC agendas, team PLC minutes, lesson plans

<b>Action Step 2</b>	
Differentiated Instruction using current assessment data	
<b>Person Responsible</b>	Shannon Brennan
<b>Schedule</b>	Daily, from 09/02/2014 to 05/29/2015
<b>Evidence of Completion</b>	Lesson Plans

<b>Action Step 3</b>	
ELP/Promise Time	
<b>Person Responsible</b>	Shannon Brennan
<b>Schedule</b>	Daily, from 09/15/2014 to 05/08/2015
<b>Evidence of Completion</b>	Attendance data and lesson plans

<b>Plan to Monitor Fidelity of Implementation of G2.B1.S1</b>	
Administrators will monitor the alignment and implementation of grade level math curriculum and standards with lesson plans.	
<b>Person Responsible</b>	Shannon Brennan
<b>Schedule</b>	Monthly, from 09/08/2014 to 05/29/2015
<b>Evidence of Completion</b>	Lesson plans and walkthrough notes

<b>Plan to Monitor Effectiveness of Implementation of G2.B1.S1</b>	
AP will monitor grades K, 3, 5 and Principal will monitor 1, 2, 4th grades using walk through data, observation data, and team and individual conversations.	
<b>Person Responsible</b>	Shannon Brennan
<b>Schedule</b>	Biweekly, from 09/08/2014 to 05/29/2015
<b>Evidence of Completion</b>	Evidence will be in the notes posted on server, walk through observations and data from common assessments.

**G3.** African American student math proficiency will meet or exceed the state average as measured by the 2015 FSA.

**G3.B1** Lack of instruction on math Florida State Standards.

**G3.B1.S1** Small group instruction provided by the classroom teacher focused on the Florida Standards and differentiated based on students' needs.

### Strategy Rationale

Assessments identify the students' needs so that the teacher can provide small group, differentiated instruction enabling students meet grade level expectations.

<b>Action Step 1</b>	
Teachers will identify students' math needs, plan instruction using the Florida Standards and assign STMath lessons based on need.	
<b>Person Responsible</b>	Shannon Brennan
<b>Schedule</b>	Daily, from 09/02/2014 to 06/03/2015
<b>Evidence of Completion</b>	Lesson Plans

<b>Plan to Monitor Fidelity of Implementation of G3.B1.S1</b>	
Lesson plans will be monitored and walk throughs will occur	
<b>Person Responsible</b>	Shannon Brennan
<b>Schedule</b>	Every 6 Weeks, from 09/15/2014 to 05/29/2015
<b>Evidence of Completion</b>	Lesson Plans and Walk Through Logs

<b>Plan to Monitor Effectiveness of Implementation of G3.B1.S1</b>	
Observation and Peer Coaching	
<b>Person Responsible</b>	Shannon Brennan
<b>Schedule</b>	Quarterly, from 10/06/2014 to 05/29/2015
<b>Evidence of Completion</b>	Observation forms and coach's logs

**G4.** Student reading proficiency will meet or exceed the state average as measured by 2015 FSA.

**G4.B1** Fidelity of instruction. Lack of consistent instruction and knowledge of the Florida State Standards.

**G4.B1.S1** Professional development on the Reading Florida Standards, gradual release model and guided reading instruction.

### Strategy Rationale

Professional development focused on the standards and guided reading will equip our teacher with the knowledge and skills to provide the explicit instruction our students need to be successful.

<b>Action Step 1</b>	
Teachers will participate in professional development focused on the Florida Reading Standards and Jan Richardson Guided Reading.	
<b>Person Responsible</b>	Mary Deoliveira
<b>Schedule</b>	Every 6 Weeks, from 08/11/2014 to 05/22/2015
<b>Evidence of Completion</b>	Literacy Coach's logs, sign-in sheets, LMS documentation

<b>Action Step 2</b>	
Differentiated instruction driven by student assessment results. [copy]	
<b>Person Responsible</b>	Mary Deoliveira
<b>Schedule</b>	Daily, from 09/08/2014 to 06/03/2015
<b>Evidence of Completion</b>	Lesson plans, walk through data

<b>Action Step 3</b>	
Extended Learning/Promise Time Tutoring	
<b>Person Responsible</b>	Mary Deoliveira
<b>Schedule</b>	On 09/02/2014
<b>Evidence of Completion</b>	Lesson Plan, Student Attendance Documentation,

<b>Action Step 4</b>	
Implementation of LLI/small group instruction through Intervention Teachers/Hourly Teachers	
<b>Person Responsible</b>	Mary Deoliveira
<b>Schedule</b>	Daily, from 09/02/2014 to 06/03/2015
<b>Evidence of Completion</b>	Lesson Plans, Intervention Documentation, Progress Monitoring Data

<b>Plan to Monitor Fidelity of Implementation of G4.B1.S1</b>	
Professional Development Calendars, Coach's Schedules, Walk throughs during trainings	
<b>Person Responsible</b>	Mary Deoliveira
<b>Schedule</b>	Monthly, from 08/11/2014 to 05/22/2015
<b>Evidence of Completion</b>	Agendas, Coaches logs, fidelity checks,

<b>Plan to Monitor Effectiveness of Implementation of G4.B1.S1</b>	
Professional development calendars	
<b>Person Responsible</b>	Mary Deoliveira
<b>Schedule</b>	Every 6 Weeks, from 08/11/2014 to 05/29/2015
<b>Evidence of Completion</b>	Coach's Logs, Sign in Sheets

**G5.** African American student reading proficiency will meet or exceed the state average as measured by the 2015 FSA.

**G5.B1** Fidelity of consistent small group instruction and knowledge of Florida Standards.

**G5.B1.S1** Core instruction aligned with the Florida Standards and differentiated, small group guided reading instruction.

### Strategy Rationale

Core instruction to teach grade level strategies. Differentiated instruction using level books will increase vocabulary knowledge, improve word attack skills and comprehension.

<b>Action Step 1</b>	
Implementation of small group reading instruction for differentiation and core instruction aligned to Florida Standards.	
<b>Person Responsible</b>	Mary Deoliveira
<b>Schedule</b>	Monthly, from 09/08/2014 to 05/29/2015
<b>Evidence of Completion</b>	coaching logs, lesson plans, fidelity checks

<b>Plan to Monitor Fidelity of Implementation of G5.B1.S1</b>	
Fidelity checks and walk throughs	
<b>Person Responsible</b>	Mary Deoliveira
<b>Schedule</b>	Monthly, from 09/08/2014 to 05/29/2015
<b>Evidence of Completion</b>	walk through data and observation documentation

<b>Plan to Monitor Effectiveness of Implementation of G5.B1.S1</b>	
Observations, walk throughs	
<b>Person Responsible</b>	Mary Deoliveira
<b>Schedule</b>	Every 6 Weeks, from 09/08/2014 to 05/29/2015
<b>Evidence of Completion</b>	Observations data, walk through logs

**G6.** Increase the percentage of students who are proficient on the 2015 Science FCAT by 10% as compared to 2014.

**G6.B1** Lack of fidelity of instruction and knowledge of science standards in kindergarten through fifth grade.

**G6.B1.S1** Instruction aligned to science standards using the 5 Es model

### Strategy Rationale

Consistent instruction aligned to the Florida Standards in Kindergarten through 5th grade.

<b>Action Step 1</b>	
Observations of instruction in the lab and in K-5 classrooms.	
<b>Person Responsible</b>	Shannon Brennan
<b>Schedule</b>	Monthly, from 09/15/2014 to 05/29/2015
<b>Evidence of Completion</b>	Notes from observations and increased scores on science common assessments and FCAT 2.0.

<b>Action Step 2</b>	
ELP/Promise Time Tutoring	
<b>Person Responsible</b>	Mary Deoliveira
<b>Schedule</b>	Weekly, from 10/06/2014 to 05/29/2015
<b>Evidence of Completion</b>	

<b>Plan to Monitor Fidelity of Implementation of G6.B1.S1</b>	
Administrators will monitor implementation of science curriculum. Lab managers in grades 3-5 will ensure those teachers understand the inquiries and materials are accessible.	
<b>Person Responsible</b>	Shannon Brennan
<b>Schedule</b>	Monthly, from 09/15/2014 to 05/29/2015
<b>Evidence of Completion</b>	Monthly curriculum meeting agendas, PLC minutes, lesson plans

<b>Plan to Monitor Effectiveness of Implementation of G6.B1.S1</b>	
Alignment of science standards, district curriculum and classroom lesson plans	
<b>Person Responsible</b>	Shannon Brennan
<b>Schedule</b>	Monthly, from 09/15/2014 to 05/29/2015
<b>Evidence of Completion</b>	Curriculum agendas, walk through observations, lesson plans

**G7.** Student writing proficiency will meet or exceed the state average as measured by the 2015 FSA.

**G7.B1** Lack of consistent instruction and knowledge of the Florida Standards.

**G7.B1.S1** Professional development in literacy to specifically address writing.

**Strategy Rationale**

Increasing the teachers' knowledge of the writing standards and effective strategies will equip them to provide comprehensive instruction.

<b>Action Step 1</b>	
Professional development focused on Florida writing standards.	
<b>Person Responsible</b>	Mary Deoliveira
<b>Schedule</b>	Monthly, from 09/02/2014 to 05/29/2015
<b>Evidence of Completion</b>	Coaches logs, Curriculum agendas, PLC minutes

<b>Plan to Monitor Fidelity of Implementation of G7.B1.S1</b>	
Walk throughs during writing trainings on site.	
<b>Person Responsible</b>	Mary Deoliveira
<b>Schedule</b>	Monthly, from 09/02/2014 to 05/29/2015
<b>Evidence of Completion</b>	Coaches logs, training handouts,

<b>Plan to Monitor Effectiveness of Implementation of G7.B1.S1</b>	
Walk throughs during the reading and writing block.	
<b>Person Responsible</b>	Mary Deoliveira
<b>Schedule</b>	Monthly, from 09/29/2014 to 05/29/2015
<b>Evidence of Completion</b>	walk through data, lesson plans

## Professional Development

**For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::**

Professional Development Table coming soon



## Technical Assistance

**For each technical assistance activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::**

Technical Assistance Table coming soon

## Budget Rollup

**Budget summary data as entered into the Problem Solving section of this plan:**

Budget Rollup Table coming soon