

# Mildred Helms Elementary School



2015-16 School Improvement Plan

## Mildred Helms Elementary School

561 CLEARWATER LARGO RD S, Largo, FL 33770

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
53%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
46%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D	C	C

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Mildred Helms Elementary is committed to developing knowledgeable, inquiring, and caring lifelong learners within an intellectually challenging, transdisciplinary program emphasizing international-mindedness.

##### **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**

Culture building, relationship and diversity are valued at MHES. Building on the IB framework, writing and oral language learning engagements are embedded in the curriculum giving students the opportunity to share about themselves and their families. Relationships between students and staff are cultivated with these engagements throughout the year. As we open the International Studies Center, culture building and relationships are a key focus within our learning environment. Staff members 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**

Student safety and security are primary components of the MHES mission to ensure a safe learning environment. Before and after school, staff members and Safety Patrols monitor hallways and greet students upon arriving to and departing from campus, ensuring that students feel safe and secure. Mildred Helms implements the Olweus Bullying Prevention program, which includes student, staff, and schoolwide components. Students are taught to recognize bullying and know when and how to intervene and report. Staff are trained on the online reporting system and encouraged to enter any suspected cases of bullying that come to their attention. Staff are trained on utilizing a trauma-informed model in their classroom, which encourages consideration of a student's possible past history of trauma and utilizes strategies for de-escalation when problem behaviors occur. Students will be given strategies for self-management of emotions with each classroom having 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**

The schoolwide behavior system incorporates a positive behavior system and CHAMPS. The schoolwide system addresses the Guidelines for Success (GFS) with an accompanying positive support system with Dolphin Tickets. Tickets are awarded to classes and students who are meeting



the GFS, including engagement during instructional time, to be redeemed for classwide incentives and celebrations.

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 with a focus on social skills, conflict resolution, bullying prevention and child safety. Tier 2 supports address students who continue to have social/emotional difficulties and 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. These interventions include by are not limited to: assignment to a one-on-one mentor, weekly or biweekly individual counseling sessions with the school counselor or social worker, and/or daily check-in/check-out with a behavior contract. Additionally, depending upon the severity of the student concerns, the team may create a PBIP, 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**

The foundation of the International Studies program includes the development of the IB Learner through the teaching of the IB Learner attributes. In coordination with the district Commitment to Character program, the IB Learner Profile will be is a school wide initiative to develop internationally minded and cultural responsible students. It is also aligned to our Positive Behavior Plan and School wide Behavior Plan. Student and parent surveys are conducted at the beginning of the year to provide input on students' social and emotional needs. Small group guidance lessons are based on this input and help determine the focus and participants involved. The school psychologist and social worker provide additional support as well.

**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 Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	16	12	11	10	9	12	70
One or more suspensions	8	3	3	4	3	2	23
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	68	34	70	172

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Our Child Study Team monitors absences and provides parental support through our Social Worker and district resources. Our School Counselor provides individual counseling and support for students and communicates with families to develop action plans. A schoolwide attendance program recognizes individual students as well as classes. Average daily attendance will be used to recognize classes on a monthly basis. Individual recognition for perfect attendance is celebrated during school wide assemblies. Retainees and Level 1 and 2 students receive academic interventions and progress monitoring. Interventions occur within the day as well as in the Extended Learning /Promise Time Program that takes place before and after school.

**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**

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

**Description**

Parent workshops and family nights are scheduled to meet parent needs and areas of greatest interest as defined by survey results. SAC and PTA are also working to increase family involvement through collaboration and inclusion of new events developing from the International Studies Center. Student led conferences and curriculum activities are planned to keep parents continuously informed about grade level expectations and their student's progress. We are marketing these evenings as fun and informative. Magnet Discovery nights are held throughout the year to share the vision and mission of the International Studies Center to current and prospective parents.

**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**

The Family and Community Liaison recruits local business support with mentors and resources to support schoolwide initiatives and classrooms. Administrators work with local service groups and business partnerships in establishing relationships to secure funding and school enhancements that directly communicate the school mission and vision with our local community.

**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:**

Name	Title
Brennan, Shannon	Principal
Deoliveira, Mary	Assistant Principal
Callahan, Amanda	Teacher, PreK
Riser, Mary	Teacher, K-12
Moreno, Lauran	Teacher, K-12
Gleeson, Erin	Teacher, K-12
Hickey, Michelle	Teacher, K-12
Dilla, Sarabeth	Teacher, K-12
Torres, Cathy	Teacher, K-12

**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:**

Name	Stakeholder Group
Pam Douberly	Business/Community
Eric Wahlbeck	Business/Community
Crisella Winder	Parent
Jennifer Fawcett	Business/Community
Shannon Brennan	Principal
Cathy Finke	Education Support Employee
Katherine Hawley	Teacher
Jerrie Yuncker	Teacher
	Student

### Duties

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

*Evaluation of last year's school improvement plan*

SAC met in May 2015 to review end of the year data, evaluate the plan and discuss how funds were used to support the professional development of teachers. Discussions related to the evaluation of plan and student achievement goals were used to develop components of the 2015-16 plan. SAC convened the first week of September, reviewed goals, and provided input on strategies to increase student achievement and parent involvement. SAC also created a survey to be disseminated at Open House. The survey will serve as primary measure of input and assist in determining interest in topics for parent workshops and family nights centered around academics and student achievement.

*Development of this school improvement plan*

In developing the school improvement plan, student achievement data and goals are reviewed with SAC. After communicating these items, the planning for the use of School improvement funds are addressed through the communication of the action plans. SAC reviews the action plans according to subject area and provides input on strategies used to best meet the needs of the students. Ideas are developed to determine family/parent workshops to inform parents about the curriculum, assessments and progress of students.

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

SAC assists in the development of the school improvement plan through the planning and preparation of the school SIP budget to meet the educational needs of our students. School improvement funds are generally used to support the professional development of teachers for TDEs for school visits, IB training and/or work with district level coaches.

***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, Florida Statutes, 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)

### Membership:

Name	Title
Brennan, Shannon	Principal
Deoliveira, Mary	Assistant Principal
Torres, Cathy	Teacher, K-12
Ovalle, Michelle	Teacher, K-12
Pearson, Leesa	Teacher, K-12
Bellinger, Melissa	Instructional Media
Dennison, Kim	Other

### Duties

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

The LLT promotes literacy through collaboration in planning and developing a literacy rich environment. We will focus on implementing transdisciplinary units across the curriculum with the primary focus on ELA standards. Team will focus on the standards and as well as their implementation through increasing the cognitive complexity and rigor of instruction. Standards based instruction will be provided to students and communicated with parents at workshops. District developed materials as well as Literacy celebrations are used throughout the year to develop life long literacy skills.

## 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**

Teamwork 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 with specialists and resource teachers to align the transdisciplinary themes of IB to the Florida State Standards and curriculum planning guides of the district. Professional development and collaboration is supported by a one hour weekly extended day devoted solely to the development of the International Studies Center and the IB philosophy and framework. Led by members of the Leadership team, this team develops the knowledge based of the staff and serves as a forum for input through collaboration and cross grade level discussion and learning engagements. Administration also encourages teamwork by engaging the staff in teambuilding activities during monthly staff meetings and site based professional development.

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

The school's strategy to recruit, develop and retain highly qualified, certified-in-field effective teachers by interview and selecting the most qualified and certified candidates whose personal and professional philosophies and teaching align the vision and mission of MHES. New teachers and those new to the school are assigned mentors to assist in learning school operational processes and instructional expectations. Veteran teachers, serving as mentors, have completed training and are rated as 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 the mentee's 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, district curriculum guides and the IB framework to plan instruction. The combination of these components with research based instructional practices, instructional materials, research-based interventions, and technology support core instruction. Our teachers are participating in professional development on the curriculum planning and the Florida Standards to increase their ability to align core instruction and to the grade level expectations and instructional needs of students. Administrators review lesson plans and conduct both informal and formal observations to ensure that core instructional programs are 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, teachers and the SBLT Team review achievement data (SAT 10, state assessments, running records, ELA, math and science district common assessments) to identify students' strengths and weaknesses. Instruction is tailored to the students to enable on grade level performance through differentiated, small group or individualized instruction such as LLI and STMath. Research-based interventions that focus on academic needs are implemented with progress monitoring completed biweekly. Students are offered extended learning opportunities before and after school through the Extended Learning Program/Promise Time. 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 identified needs of students who are not on grade level.

***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: After School Program**

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

Our extended learning opportunities include Extended Learning/Promise Time, Enrichment Clubs and STEM Academies. Extended Learning/Promise Time focuses on core academic instruction will meet the remedial and enrichment needs of our children. STEM clubs will provide math and science enrichment.

**Strategy Rationale**

The Extended Learning Program will add an hour of remedial instruction for students who need additional instructional time in order to meet grade level expectations. The Extended Learning Program also provides an additional hour for students to participate in enrichment clubs that aligns the arts, technology, and core curriculum areas of ELA, math and science. Two STEM (Science, Technology, Engineering and Math) Academies are designed to use inquiry based learning to increase their reading, math and science proficiency.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**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**

Biweekly progress monitoring data and district common assessment data will be used to determine the growth of the children in the Extended Learning Program. District and state assessments will be used to determine the effectiveness of enrichment clubs.

**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**

In supporting incoming kindergarten students, site based Pre-Kindergarten teachers use curriculum aligned to Kindergarten expectations in order to have students prepared for Kindergarten. During the year, MHES staff attend Districtwide Magnet Fairs to introduce and communicate the International Studies Center Magnet. Discovery Nights and the Kindergarten Round-Up provide parents of incoming kindergarten students the opportunity to learn about the magnet program, kindergarten expectations and tour the campus. Our Spring Kindergarten Transition includes an orientation provided by the Kindergarten team for incoming students. Readiness skills are emphasized as well as academic and behavioral expectations. Parents are given take home materials and information to use in preparing 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), Florida Statutes**

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase Parent Involvement attendance at parent trainings or workshops in 2015-16 by 10% as compared to 2014-15.
- 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 2015-16 Science FCAT by 10% as compared to 2014-15.
- G7.** Student writing proficiency will meet or exceed the state average as measured by the 2015 FSA.
- G8.** Increase the number of HSP Assessment Modules completed at 100% proficiency on the 2015-16 Alliance for a Healthier Generation Assessment as compared to the 2014-15 Assessment.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** Increase Parent Involvement attendance at parent trainings or workshops in 2015-16 by 10% as compared to 2014-15. 1a

G060849

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Title I funds, Personnel

**Targeted Barriers to Achieving the Goal** 3

- Lack of communication between school and home.

**Plan to Monitor Progress Toward G1.** 8

Attendance sign-in sheets

**Person Responsible**

Mary Deoliveira

**Schedule**

Quarterly, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

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.** 1a

G060850

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	64.0
AMO Math - ELL	48.0
AMO Math - SWD	53.0

**Resources Available to Support the Goal** 2

- Countywide staff development, Curriculum meetings and PLCs on the Florida Standards and Standards of Mathematical Practices. Use of ST Math, MFAS and Number Talks.

**Targeted Barriers to Achieving the Goal** 3

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

**Plan to Monitor Progress Toward G2.** 8

Student achievement data chats and grade level data PLCs

**Person Responsible**

Shannon Brennan

**Schedule**

Quarterly, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

Student achievement scores, walk through data, minutes from data chats and professional development on curriculum planning.

**G3.** African American student math proficiency will meet or exceed the state average as measured by the 2015 FSA. **1a**

G060851

**Targets Supported** **1b**

Indicator	Annual Target
AMO Math - African American	56.0

**Resources Available to Support the Goal** **2**

- STMath, Math Formative Assessment System (MFAS), Florida State Standards, classroom walkthroughs, culturally responsive lessons

**Targeted Barriers to Achieving the Goal** **3**

- Lack of culturally responsive lessons and core instruction on math State Standards.

**Plan to Monitor Progress Toward G3.** **8**

Progress monitoring data, Common Assessment data

**Person Responsible**

Shannon Brennan

**Schedule**

Biweekly, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

Progress monitoring data, Common assessment data

**G4. Student reading proficiency will meet or exceed the state average as measured by 2015 FSA.** 1a

G060852

**Targets Supported** 1b

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

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

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

**Plan to Monitor Progress Toward G4.** 8

Student achievement data including Common Assessments and FAIR data.

**Person Responsible**

Mary Deoliveira

**Schedule**

Quarterly, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

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. 1a

G060853

**Targets Supported** 1b

Indicator	Annual Target
Math Proficiency District Assessment	45.0

**Resources Available to Support the Goal** 2

- Countywide Professional Development, Literacy Coach, PLC/Curriculum Meetings, IStation, Culturally responsive lessons, culturally diverse literature

**Targeted Barriers to Achieving the Goal** 3

- Fidelity of consistent small group instruction and knowledge of Florida Standards. Lack of culturally responsive lessons and materials.

**Plan to Monitor Progress Toward G5.** 8

Common assessment data (FAIR, Running Records, ELA assessments), Florida Standards assessments

**Person Responsible**

Mary Deoliveira

**Schedule**

Every 2 Months, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

Cycle 1, 2 and 3 common assessment comparison data and analysis.

**G6.** Increase the percentage of students who are proficient on the 2015-16 Science FCAT by 10% as compared to 2014-15. 1a

G060854

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

**Resources Available to Support the Goal** 2

- State Science Standards, district curriculum guides, onsite STEM lab, STEM Academies (2), Just In Time Coaching

**Targeted Barriers to Achieving the Goal** 3

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

**Plan to Monitor Progress Toward G6.** 8

Assessment data chats on all PCAS and formative assessments with teams and individual teachers

**Person Responsible**

Shannon Brennan

**Schedule**

Quarterly, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

Data Graphs

**G7. Student writing proficiency will meet or exceed the state average as measured by the 2015 FSA. 1a**

G060855

**Targets Supported 1b**

Indicator	Annual Target
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FAA Writing Proficiency

**Resources Available to Support the Goal 2**

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

**Targeted Barriers to Achieving the Goal 3**

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

**Plan to Monitor Progress Toward G7. 8**

Common assessment data and state assessment will be reviewed to determine progress toward our goals.

**Person Responsible**

Mary Deoliveira

**Schedule**

Quarterly, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

Student achievement data, minutes from data meetings

**G8. Increase the number of HSP Assessment Modules completed at 100% proficiency on the 2015-16 Alliance for a Healthier Generation Assessment as compared to the 2014-15 Assessment. 1a**

G065304

**Targets Supported 1b**

Indicator	Annual Target
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100.0

**Resources Available to Support the Goal 2**

- Wellness team, district professional development
- Wellness team, district professional development

**Targeted Barriers to Achieving the Goal 3**

- Lack of time to implement all components of the assessment modules.



## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Increase Parent Involvement attendance at parent trainings or workshops in 2015-16 by 10% as compared to 2014-15. **1**

 G060849

**G1.B1** Lack of communication between school and home. **2**

 B155216

**G1.B1.S1** The Parent Involvement Liaison will coordinate parent trainings with P.T.A. , teachers and parents. **4**

 S166800

#### Strategy Rationale

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

#### Action Step 1 **5**

Liaison will communicate and distribute parent workshop fliers and attendance rosters.

#### Person Responsible

Mary Deoliveira

#### Schedule

Quarterly, from 8/24/2015 to 6/7/2016

#### Evidence of Completion

Sign-In sheets, and program flyers

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Observation during trainings

**Person Responsible**

Mary Deoliveira

**Schedule**

Quarterly, from 8/20/2015 to 6/7/2016

***Evidence of Completion***

Meeting flyers, planning documentation, sign-in sheets

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Parent Surveys

**Person Responsible**

Mary Deoliveira

**Schedule**

Quarterly, from 8/20/2015 to 6/7/2016


***Evidence of Completion***

Surveys and survey comments


**G2.** Student math proficiency will meet or exceed the state average as measured by the 2015 FSA. **1**

 G060850

**G2.B1** Fidelity and rigor within core instruction. Lack of knowledge of the 8 Mathematical Practices and Florida Standards. **2**

 B155217

**G2.B1.S1** Expand teacher knowledge of Florida Math Standards and instructional strategies through professional development and grade level planning. **4**

 S166801

### Strategy Rationale

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

### Action Step 1 **5**

Professional development on Florida Math Standards instruction and collaborative planning within grade levels. Professional development may also include conferences and District trainings/ components.

#### Person Responsible

Shannon Brennan

#### Schedule

Monthly, from 8/11/2015 to 6/7/2016

#### Evidence of Completion

Curriculum agendas, PLC agendas, team PLC minutes, lesson plans

### Action Step 2 **5**

Differentiated Instruction using current assessment data

#### Person Responsible

Shannon Brennan

#### Schedule

Daily, from 8/24/2015 to 6/7/2016

#### Evidence of Completion

Lesson Plans

**Action Step 3** 5

ELP/Promise Time

**Person Responsible**

Shannon Brennan

**Schedule**

Daily, from 9/14/2015 to 5/27/2016

***Evidence of Completion***

Attendance data and lesson plans

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Administrators will monitor the alignment and implementation of grade level math curriculum and standards with lesson plans.

**Person Responsible**

Shannon Brennan

**Schedule**

Monthly, from 8/11/2015 to 6/7/2016

***Evidence of Completion***

Lesson plans and walkthrough notes

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

AP will monitor using walk through data, observation data, and team and individual conversations.

**Person Responsible**

Shannon Brennan

**Schedule**

Biweekly, from 8/24/2015 to 6/7/2016


***Evidence of Completion***

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. **1**

 G060851

**G3.B1** Lack of culturally responsive lessons and core instruction on math State Standards. **2**

 B155218

**G3.B1.S1** Small group instruction provided by the classroom teacher focused on the Florida Standards and differentiated based on students' needs. **4**

 S166802

### Strategy Rationale

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

### Action Step 1 **5**

Teachers will identify students' math needs, plan instruction using the Florida Standards and assign STMath lessons based on need.

#### Person Responsible

Shannon Brennan

#### Schedule

Daily, from 8/24/2015 to 6/7/2016

#### Evidence of Completion

Lesson Plans

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 **6**

Lesson plans will be monitored and walk throughs will occur

#### Person Responsible

Shannon Brennan

#### Schedule

Every 6 Weeks, from 8/24/2015 to 6/7/2016

#### Evidence of Completion

Lesson Plans and Walk Through Logs

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Observation and Peer Coaching

**Person Responsible**

Shannon Brennan

**Schedule**

Quarterly, from 8/24/2015 to 6/7/2016

**Evidence of Completion**


Observation forms and coach's logs

**G4.** Student reading proficiency will meet or exceed the state average as measured by 2015 FSA. 1

 G060852

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

2

 B155219

**G4.B1.S1** Professional development on the Reading Florida Standards, gradual release model and guided reading instruction. 4

 S166803

**Strategy Rationale**

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

**Action Step 1** 5

Teachers will participate in professional development focused on the Florida Reading Standards and Jan Richardson Guided Reading.

**Person Responsible**

Mary Deoliveira

**Schedule**

Every 6 Weeks, from 8/11/2015 to 6/7/2016

**Evidence of Completion**

Literacy Coach's logs, sign-in sheets, LMS documentation

**Action Step 2** 5

Differentiated instruction driven by student assessment results. [copy]

**Person Responsible**

Mary Deoliveira

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

Lesson plans, walk through data

**Action Step 3** 5

Extended Learning/Promise Time Tutoring

**Person Responsible**

Mary Deoliveira

**Schedule**

On 5/27/2016

**Evidence of Completion**

Lesson Plan, Student Attendance Documentation,

**Action Step 4** 5

Implementation of LLI/small group instruction through Intervention Teachers/Hourly Teachers

**Person Responsible**

Mary Deoliveira

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

Lesson Plans, Intervention Documentation, Progress Monitoring Data

**Action Step 5** 5

Additional training opportunities will include a book study on implementing IB and Marzano strategies and attendance at conferences such as the IB PYP Workshops

**Person Responsible**

Mary Deoliveira

**Schedule**

Monthly, from 8/11/2015 to 6/30/2016

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Professional Development Calendars, Coach's Schedules, Walk throughs during trainings

**Person Responsible**

Mary Deoliveira

**Schedule**

Monthly, from 8/24/2015 to 6/7/2016

***Evidence of Completion***

Agendas, Coaches logs, fidelity checks,

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Professional development calendars

**Person Responsible**

Mary Deoliveira

**Schedule**

Every 6 Weeks, from 8/24/2015 to 6/7/2016

***Evidence of Completion***

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. **1**

G060853

**G5.B1** Fidelity of consistent small group instruction and knowledge of Florida Standards. Lack of culturally responsive lessons and materials. **2**

B155220

**G5.B1.S1** Core instruction aligned with the Florida Standards and differentiated, small group guided reading instruction. Instruction includes culturally responsive lessons and culturally diverse literature **4**

S166804

### Strategy Rationale

Core instruction to teach grade level strategies. Differentiated instruction using level books will increase vocabulary knowledge, improve word attack skills and comprehension. Culturally diverse literature provides meaningful connections to student cultural and traditions.

### Action Step 1 **5**

Implementation of culturally diverse lessons, small group reading instruction for differentiation and core instruction aligned to Florida Standards.

#### Person Responsible

Mary Deoliveira

#### Schedule

Monthly, from 8/24/2015 to 6/7/2016

#### Evidence of Completion

coaching logs, lesson plans, fidelity checks, walk through observations

### Plan to Monitor Fidelity of Implementation of G5.B1.S1 **6**

Fidelity checks and walk throughs

#### Person Responsible

Mary Deoliveira

#### Schedule

Monthly, from 8/24/2015 to 6/7/2016

#### Evidence of Completion

walk through data and observation documentation

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Observations, walk throughs

**Person Responsible**

Mary Deoliveira


**Schedule**

Every 6 Weeks, from 8/24/2015 to 6/7/2016

**Evidence of Completion**


Observations data, walk through logs

**G6.** Increase the percentage of students who are proficient on the 2015-16 Science FCAT by 10% as compared to 2014-15. 1


 G060854

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

2

 B155221

**G6.B1.S1** Establish routine practice for students using Success Criteria to track individual progress of Learning Goals. 4

 S166805

**Strategy Rationale**

Students will understand the learning goals and reflect on their progress toward meeting the standard.

**Action Step 1** 5

Observations of instruction in the lab and in K-5 classrooms and monitoring of consistent use of Success Criteria to track progress of Learning Goal

**Person Responsible**

Shannon Brennan

**Schedule**

Monthly, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

Notes from observations and increased scores on science common assessments and FCAT 2.0.

**Action Step 2** 5

Identify date/time for Just In Time Coaching for teachers in need of support.

**Person Responsible**

Mary Deoliveira

**Schedule**

Weekly, from 9/14/2015 to 5/27/2016

**Evidence of Completion**

calendar of training, sign in sheet, agenda, training feedback

**Plan to Monitor Fidelity of Implementation of G6.B1.S1** 6

Administrators will monitor implementation of science curriculum. Lab managers in grades 3-5 will ensure those teachers understand the inquiries and materials are accessible.

**Person Responsible**

Shannon Brennan

**Schedule**

Monthly, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

Monthly curriculum meeting agendas, PLC minutes, lesson plans

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1** 7

Alignment of science standards, district curriculum, IB unit planners, classroom lesson plans and consistent routine practice of students using Success Criteria to track progress toward the learning goal.

**Person Responsible**

Shannon Brennan

**Schedule**

Monthly, from 8/11/2015 to 6/7/2016

**Evidence of Completion**

Curriculum agendas, walk through observations, lesson plans, PLC minutes

**G7.** Student writing proficiency will meet or exceed the state average as measured by the 2015 FSA. 1

G060855

**G7.B1** Lack of consistent instruction and knowledge of the Florida Standards. 2

B155222

**G7.B1.S1** Professional development in literacy to specifically address writing. 4

S166806

### Strategy Rationale

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

### Action Step 1 5

Professional development focused on Florida writing standards.

#### Person Responsible

Mary Deoliveira

#### Schedule

Monthly, from 8/11/2015 to 6/7/2016

#### Evidence of Completion

Coaches logs, Curriculum agendas, PLC minutes

### Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Walk throughs during writing trainings on site.

#### Person Responsible

Mary Deoliveira

#### Schedule

Monthly, from 8/24/2015 to 6/7/2016

#### Evidence of Completion

Coaches logs, training handouts,

**Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7**

Walk throughs during the ELA block.

**Person Responsible**

Mary Deoliveira

**Schedule**

Monthly, from 8/24/2015 to 6/7/2016

**Evidence of Completion**

walk through data, lesson plans

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Liaison will communicate and distribute parent workshop fliers and attendance rosters.	Deoliveira, Mary	8/24/2015	Sign-In sheets, and program fliers	6/7/2016 quarterly
G2.B1.S1.A1	Professional development on Florida Math Standards instruction and collaborative planning within grade levels. Professional development may also include conferences and District trainings/components.	Brennan, Shannon	8/11/2015	Curriculum agendas, PLC agendas, team PLC minutes, lesson plans	6/7/2016 monthly
G3.B1.S1.A1	Teachers will identify students' math needs, plan instruction using the Florida Standards and assign STMath lessons based on need.	Brennan, Shannon	8/24/2015	Lesson Plans	6/7/2016 daily
G4.B1.S1.A1	Teachers will participate in professional development focused on the Florida Reading Standards and Jan Richardson Guided Reading.	Deoliveira, Mary	8/11/2015	Literacy Coach's logs, sign-in sheets, LMS documentation	6/7/2016 every-6-weeks
G5.B1.S1.A1	Implementation of culturally diverse lessons, small group reading instruction for differentiation and core instruction aligned to Florida Standards.	Deoliveira, Mary	8/24/2015	coaching logs, lesson plans, fidelity checks, walk through observations	6/7/2016 monthly
G6.B1.S1.A1	Observations of instruction in the lab and in K-5 classrooms and monitoring of consistent use of Success Criteria to track progress of Learning Goal	Brennan, Shannon	8/24/2015	Notes from observations and increased scores on science common assessments and FCAT 2.0.	6/7/2016 monthly
G7.B1.S1.A1	Professional development focused on Florida writing standards.	Deoliveira, Mary	8/11/2015	Coaches logs, Curriculum agendas, PLC minutes	6/7/2016 monthly
G2.B1.S1.A2	Differentiated Instruction using current assessment data	Brennan, Shannon	8/24/2015	Lesson Plans	6/7/2016 daily
G4.B1.S1.A2	Differentiated instruction driven by student assessment results. [copy]	Deoliveira, Mary	8/24/2015	Lesson plans, walk through data	6/7/2016 daily
G6.B1.S1.A2	Identify date/time for Just In Time Coaching for teachers in need of support.	Deoliveira, Mary	9/14/2015	calendar of training, sign in sheet, agenda, training feedback	5/27/2016 weekly

**Pinellas - 2431 - Mildred Helms Elem. School - 2015-16 SIP**

*Mildred Helms Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A3	ELP/Promise Time	Brennan, Shannon	9/14/2015	Attendance data and lesson plans	5/27/2016 daily
G4.B1.S1.A3	Extended Learning/Promise Time Tutoring	Deoliveira, Mary	9/14/2015	Lesson Plan, Student Attendance Documentation,	5/27/2016 one-time
G4.B1.S1.A4	Implementation of LLI/small group instruction through Intervention Teachers/Hourly Teachers	Deoliveira, Mary	8/24/2015	Lesson Plans, Intervention Documentation, Progress Monitoring Data	6/7/2016 daily
G4.B1.S1.A5	Additional training opportunities will include a book study on implementing IB and Marzano strategies and attendance at conferences such as the IB PYP Workshops	Deoliveira, Mary	8/11/2015		6/30/2016 monthly
G1.MA1	Attendance sign-in sheets	Deoliveira, Mary	8/24/2015	Attendance sign-in sheets will document the number parents participating in trainings.	6/7/2016 quarterly
G1.B1.S1.MA1	Parent Surveys	Deoliveira, Mary	8/20/2015	Surveys and survey comments	6/7/2016 quarterly
G1.B1.S1.MA1	Observation during trainings	Deoliveira, Mary	8/20/2015	Meeting flyers, planning documentation, sign-in sheets	6/7/2016 quarterly
G2.MA1	Student achievement data chats and grade level data PLCs	Brennan, Shannon	8/24/2015	Student achievement scores, walk through data, minutes from data chats and professional development on curriculum planning.	6/7/2016 quarterly
G2.B1.S1.MA1	AP will monitor using walk through data, observation data, and team and individual conversations.	Brennan, Shannon	8/24/2015	Evidence will be in the notes posted on server, walk through observations and data from common assessments.	6/7/2016 biweekly
G2.B1.S1.MA1	Administrators will monitor the alignment and implementation of grade level math curriculum and standards with lesson plans.	Brennan, Shannon	8/11/2015	Lesson plans and walkthrough notes	6/7/2016 monthly
G3.MA1	Progress monitoring data, Common Assessment data	Brennan, Shannon	8/24/2015	Progress monitoring data, Common assessment data	6/7/2016 biweekly
G3.B1.S1.MA1	Observation and Peer Coaching	Brennan, Shannon	8/24/2015	Observation forms and coach's logs	6/7/2016 quarterly
G3.B1.S1.MA1	Lesson plans will be monitored and walk throughs will occur	Brennan, Shannon	8/24/2015	Lesson Plans and Walk Through Logs	6/7/2016 every-6-weeks
G4.MA1	Student achievement data including Common Assessments and FAIR data.	Deoliveira, Mary	8/24/2015	Data meeting agendas and minutes, state assessment scores	6/7/2016 quarterly
G4.B1.S1.MA1	Professional development calendars	Deoliveira, Mary	8/24/2015	Coach's Logs, Sign in Sheets	6/7/2016 every-6-weeks
G4.B1.S1.MA1	Professional Development Calendars, Coach's Schedules, Walk throughs during trainings	Deoliveira, Mary	8/24/2015	Agendas, Coaches logs, fidelity checks,	6/7/2016 monthly
G5.MA1	Common assessment data (FAIR, Running Records, ELA assessments), Florida Standards assessments	Deoliveira, Mary	8/24/2015	Cycle 1, 2 and 3 common assessment comparison data and analysis.	6/7/2016 every-2-months
G5.B1.S1.MA1	Observations, walk throughs	Deoliveira, Mary	8/24/2015	Observations data, walk through logs	6/7/2016 every-6-weeks
G5.B1.S1.MA1	Fidelity checks and walk throughs	Deoliveira, Mary	8/24/2015	walk through data and observation documentation	6/7/2016 monthly
G6.MA1	Assessment data chats on all PCAS and formative assessments with teams and individual teachers	Brennan, Shannon	8/24/2015	Data Graphs	6/7/2016 quarterly
G6.B1.S1.MA1	Alignment of science standards, district curriculum, IB unit planners, classroom lesson plans and consistent routine practice of students using Success Criteria to track progress toward the learning goal.	Brennan, Shannon	8/11/2015	Curriculum agendas, walk through observations, lesson plans, PLC minutes	6/7/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B1.S1.MA1	Administrators will monitor implementation of science curriculum. Lab managers in grades 3-5 will ensure those teachers understand the inquiries and materials are accessible.	Brennan, Shannon	8/24/2015	Monthly curriculum meeting agendas, PLC minutes, lesson plans	6/7/2016 monthly
G7.MA1	Common assessment data and state assessment will be reviewed to determine progress toward our goals.	Deoliveira, Mary	8/24/2015	Student achievement data, minutes from data meetings	6/7/2016 quarterly
G7.B1.S1.MA1	Walk throughs during the ELA block.	Deoliveira, Mary	8/24/2015	walk through data, lesson plans	6/7/2016 monthly
G7.B1.S1.MA1	Walk throughs during writing trainings on site.	Deoliveira, Mary	8/24/2015	Coaches logs, training handouts,	6/7/2016 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

**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 Florida Standards.

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

### PD Opportunity 1

Professional development on Florida Math Standards instruction and collaborative planning within grade levels. Professional development may also include conferences and District trainings/ components.

#### Facilitator

Principal, Assistant Principal, Math Coach

#### Participants

Principals, Assistant Principal, Teachers

#### Schedule

Monthly, from 8/11/2015 to 6/7/2016

### PD Opportunity 2

Differentiated Instruction using current assessment data

#### Facilitator

Math Coach, Assistant Principal

#### Participants

Teachers, Principal, Assistant Principal

#### Schedule

Daily, from 8/24/2015 to 6/7/2016



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

**G3.B1** Lack of culturally responsive lessons and core instruction on math State Standards.

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

**PD Opportunity 1**

Teachers will identify students' math needs, plan instruction using the Florida Standards and assign STMath lessons based on need.

**Facilitator**

District Math Coach

**Participants**

Classroom Teacher

**Schedule**

Daily, from 8/24/2015 to 6/7/2016

**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.

**PD Opportunity 1**

Teachers will participate in professional development focused on the Florida Reading Standards and Jan Richardson Guided Reading.

**Facilitator**

Principal, Assistant Principal, Literacy Coach, District Staff Developers

**Participants**

Principal, Assistant Principal, Literacy Coach, Teachers

**Schedule**

Every 6 Weeks, from 8/11/2015 to 6/7/2016

## **PD Opportunity 2**

Differentiated instruction driven by student assessment results. [copy]

### **Facilitator**

District Literacy Coach

### **Participants**

Teachers

### **Schedule**

Daily, from 8/24/2015 to 6/7/2016

## **PD Opportunity 3**

Additional training opportunities will include a book study on implementing IB and Marzano strategies and attendance at conferences such as the IB PYP Workshops

### **Facilitator**

Varied

### **Participants**

Instructional staff, administrators

### **Schedule**

Monthly, from 8/11/2015 to 6/30/2016

**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. Lack of culturally responsive lessons and materials.

**G5.B1.S1** Core instruction aligned with the Florida Standards and differentiated, small group guided reading instruction. Instruction includes culturally responsive lessons and culturally diverse literature

### **PD Opportunity 1**

Implementation of culturally diverse lessons, small group reading instruction for differentiation and core instruction aligned to Florida Standards.

#### **Facilitator**

District Reading Coach, Learning Specialist, Magnet Coordinator

#### **Participants**

Classroom Teachers

#### **Schedule**

Monthly, from 8/24/2015 to 6/7/2016

**G6.** Increase the percentage of students who are proficient on the 2015-16 Science FCAT by 10% as compared to 2014-15.

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

**G6.B1.S1** Establish routine practice for students using Success Criteria to track individual progress of Learning Goals.

### **PD Opportunity 1**

Observations of instruction in the lab and in K-5 classrooms and monitoring of consistent use of Success Criteria to track progress of Learning Goal

#### **Facilitator**

Shannon Brennan, Mary DeOliveira, District Science Coach

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 8/24/2015 to 6/7/2016

## PD Opportunity 2

Identify date/time for Just In Time Coaching for teachers in need of support.

### Facilitator

District Science Coach, Learning Specialist

### Participants

Identified teachers in grades 1-5

### Schedule

Weekly, from 9/14/2015 to 5/27/2016

**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.

## PD Opportunity 1

Professional development focused on Florida writing standards.

### Facilitator

District Reading Coach, District Staff Developers

### Participants

Classroom Teachers

### Schedule

Monthly, from 8/11/2015 to 6/7/2016

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget