

Pinellas County Schools

Mildred Helms Elementary School



2019-20 School Improvement Plan

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Mildred Helms Elementary School

561 CLEARWATER LARGO RD S, Largo, FL 33770

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

Demographics

Principal: Shannon Brennan

Start Date for this Principal: 7/1/2014

2018-19 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	<p>Black/African American Students</p> <p>Economically Disadvantaged Students</p> <p>English Language Learners</p> <p>Hispanic Students</p> <p>Multiracial Students</p> <p>Students With Disabilities</p> <p>White Students</p>
School Grade	2018-19: C
School Grades History	<p>2017-18: C</p> <p>2016-17: D</p> <p>2015-16: D</p> <p>2014-15: C</p> <p>2013-14: C</p>
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	N
Year	A
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Mildred Helms Elementary International Baccalaureate (IB) World School is committed to developing knowledgeable, inquiring, caring and internationally minded lifelong learners.

Provide the school's vision statement

100% Student Success - Each learner will achieve a year's worth of growth in a year.

School Leadership Team

Membership

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

Name	Title
Brennan, Shannon	Principal
Principal	
Deoliveira, Mary	Assistant Principal
Assistant Principal	
Ovalle, Michelle	Instructional Coach
Instructional Coach	
Gleeson, Erin	Teacher, K-12
Teacher, K-12	
Dennison, Kim	Other
Other	
Carlson, Ana	Teacher, K-12
Teacher, K-12	
Hubbard, Emily	Psychologist
Psychologist	
Osborne, Erica	Teacher, K-12
Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	55	119	104	107	84	75	0	0	0	0	0	0	0	544
Attendance below 90 percent	0	21	14	12	16	10	0	0	0	0	0	0	0	73
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	7	6	2	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	7	17	31	0	0	0	0	0	0	0	55

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	4	1	7	7	10	0	0	0	0	0	0	0	29

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

42

Date this data was collected or last updated

Thursday 7/18/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total	
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA or Math															
Level 1 on statewide assessment															

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

Indicator	Grade Level													Total	
Students with two or more indicators															

Prior Year - Updated

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

Indicator	Grade Level													Total	

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	30	26	13	31	18	15	0	0	0	0	0	0	0	133
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	7	6	2	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	26	36	33	0	0	0	0	0	0	0	95

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	3	0	2	12	11	6	0	0	0	0	0	0	0	34

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	44%	54%	57%	47%	50%	56%
ELA Learning Gains	43%	59%	58%	46%	47%	55%
ELA Lowest 25th Percentile	32%	54%	53%	43%	40%	48%
Math Achievement	54%	61%	63%	56%	61%	62%
Math Learning Gains	49%	61%	62%	57%	56%	59%
Math Lowest 25th Percentile	38%	48%	51%	47%	42%	47%
Science Achievement	46%	53%	53%	51%	57%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	55 (0)	119 (0)	104 (0)	107 (0)	84 (0)	75 (0)	544 (0)
Attendance below 90 percent	0 ()	21 ()	14 ()	12 ()	16 ()	10 ()	73 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	7 (0)	6 (0)	2 (0)	15 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	7 (0)	17 (0)	31 (0)	55 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	54%	56%	-2%	58%	-4%
	2018	47%	53%	-6%	57%	-10%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	39%	56%	-17%	58%	-19%
	2018	47%	51%	-4%	56%	-9%
Same Grade Comparison		-8%				
Cohort Comparison		-8%				
05	2019	39%	54%	-15%	56%	-17%
	2018	42%	50%	-8%	55%	-13%
Same Grade Comparison		-3%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	69%	62%	7%	62%	7%
	2018	59%	62%	-3%	62%	-3%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	44%	64%	-20%	64%	-20%
	2018	51%	62%	-11%	62%	-11%
Same Grade Comparison		-7%				
Cohort Comparison		-15%				
05	2019	44%	60%	-16%	60%	-16%
	2018	55%	61%	-6%	61%	-6%
Same Grade Comparison		-11%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	44%	54%	-10%	53%	-9%
	2018	53%	57%	-4%	55%	-2%
Same Grade Comparison		-9%				
Cohort Comparison						

Subgroup Data											
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	32	31	29	45	36	13				
ELL	32	30	30	46	50		29				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	28	44		39	38	45					
HSP	41	37	45	43	34	30	39				
MUL	43			71							
WHT	52	44	19	64	63	42	52				
FRL	37	39	37	45	47	45	37				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	23	30	40	23	39	50					
ELL	39	65	64	55	52						
BLK	36	32		41	64		29				
HSP	38	50	42	52	43	33	55				
MUL	20			50							
WHT	59	48	40	64	64	53	63				
FRL	43	46	45	52	53	45	53				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	40

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Grade 4 and 5 ELA- the contributing factors were new teachers to each of the grade level teams and lack of consistent core instruction with differentiation.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Grade 4 ELA declined from 47%-39%. The factors contributing to the decline included lack of core instruction and lack of differentiated instruction to meet the needs of students particularly SWD and ELL students. Concerns with core instruction from a new teacher and another teacher with significant attendance issues.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Grade 4 math had the greatest gap attributed to core instruction and lack of differentiated instruction to meet the needs of students particularly SWD and ELL students. Concerns with core instruction from a new teacher and another teacher who also had significant attendance concerns.

Which data component showed the most improvement? What new actions did your school take in this area?

3rd grade math - continued use of Eureka Math with students had received the foundational program for the two year prior. Adjusting instruction based on formative assessment results.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Our area of concern is in the number of Level 1 students in ELA and math entering Grade 5 and the number of SWD who are not making adequate progress.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Increase strength of core instruction in ELA
2. Increase strength of core instruction in math
3. Increase use of formative assessment in driving differentiated instruction

4. Implement school wide improvements to social emotional learning curriculum
5. Implement improvements in attendance monitoring

Part III: Planning for Improvement

Areas of Focus:

#1

Title	ELA
Rationale	School wide ELA proficiency levels are below state and district averages and declined from 2018 to 2019.
State the measureable outcome the school plans to achieve	The percent of all students achieving ELA proficiency will increase from 44% to 50%, as measured by FSA. The percent of students making ELA learning gains will increase from 43% to 50%, as well as L25 students from 32% to 50% as measured by FSA.
Person responsible for monitoring outcome	Mary Deoliveira (deoliveiram@pcsb.org)
Evidence-based Strategy	Ensure instructional supports are in place for all students during core instruction and independence; including support for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. Increase standards based core instruction utilizing the IB PYP Units of Inquiry with specific feedback on core instruction and differentiated instruction.
Rationale for Evidence-based Strategy	Learners must attain mastery of grade level standards in order to read, comprehend and respond to grade level text through the development of skills and strategies utilizing inquiry and concept based learning. A focus on differentiation is required to meet the needs of our diverse population, including ESE and ELL learners.
Action Step	
Description	<ol style="list-style-type: none"> 1. Increase implementation of collaborative planning as a school wide approach to implementing the IB PYP Programme aligned to the Florida Standards. 2. Create and utilize formative assessment to monitor student progress on standards through the use of one on one conferring and small group instruction. 3. Focus PLCs on analyzing formative assessment to drive instruction and to develop differentiated instruction. 4. Provide teachers with specific feedback on core instruction through observation and coaching cycles. 5. Implement researched based interventions and enrichment programs to target the needs of our diverse population of learners.
Person Responsible	Mary Deoliveira (deoliveiram@pcsb.org)

#2	
Title	Mathematics
Rationale	Or current level of performance is 54%, as evidence by 2018-19 FSA data. The problem is occurring due to lack of understanding of number sense and foundational skills and utilizing problem solving strategies. If students were involved increased opportunities to show their understanding through inquiry and concept based learning, proficiency would increase by at least 5%.
State the measureable outcome the school plans to achieve	The percent of all students achieving math proficiency will increase from 54% to 60%, as measured by FSA. The percent of students making learning gains in math will increase from 49% to 55%, as well as L25 students from 38% to 50% as measured by FSA.
Person responsible for monitoring outcome	Shannon Brennan (brennans@pcsb.org)
Evidence-based Strategy	Ensure that rigorous student-centered instruction occurs daily through the use of Ready Classroom Mathematics, Dreambox Learning, Number Routines and Eureka Math. Utilize multiple forms of assessment to inform instruction including unit assessments, exit tickets, MFAS, and student work to guide analysis of student learning in grade level PLCs.
Rationale for Evidence-based Strategy	Learners must attain mastery of foundation skills and computational strategies within grade level standards in order to problem solve and develop critical thinking skills through inquiry and concept based learning. Implementation and analysis of multiple forms of assessment will identify specific student needs and provide support to drive core and differentiated instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. Increase implementation of collaborative planning as a school wide approach to implementing the IB PYP Programme aligned to the Florida Standards. 2. Create and utilize formative assessment such as exit tickets or lesson quizzes/digital comprehension checks to monitor student progress on standards. 3. Focus PLCs on analyzing formative assessment to drive instruction and to develop differentiated instruction. 4. Provide specific feedback of core instruction through observation and coaching cycles. 5. Implement researched based interventions and enrichment programs to target the needs of our diverse population of learners. 6. Attend Mathematics Teacher Leader Institute and provide professional development to instructional staff.
Person Responsible	Shannon Brennan (brennans@pcsb.org)

#3	
Title	Science
Rationale	Science proficiency scores decreased by 5% from 51% to 46% from 2018 to 2019. Time allocation for science is inconsistent due to scheduling of Chorus and Spanish. Inconsistent core instruction in grades 3 and 4 cause gaps in student knowledge in standards that are not in the grade 5 curriculum.
State the measureable outcome the school plans to achieve	The percent of all students achieving science proficiency will increase from 46% to 54%, as measured by FSA.
Person responsible for monitoring outcome	Shannon Brennan (brennans@pcsb.org)
Evidence-based Strategy	Utilize systemic documents to effectively plan for science units that incorporate in the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and include appropriate grade level utilization of science labs and alignment to the first through fifth grade standards.
Rationale for Evidence-based Strategy	Increased monitoring of core instruction and use of 10-70-20 routine will increase student engagement and ensure fidelity of instruction as evidence by science assessments including labs as well as observation data.
Action Step	
Description	<ol style="list-style-type: none"> 1. Increase the alignment of science with IB Units of Inquiry through collaborative planning. 2. Promote cross grade level articulation to provide a purposeful plan to eliminate gaps in student knowledge of standards in grades 1-4. Develop implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th grade diagnostic assessment. 3. Increase the integration of content specific vocabulary in grades 1-5 with collaboration between classroom teachers, specialists and related arts teachers. 4. Increase the use grade level nonfiction texts to support science standards and Units of Inquiry with ELA. 5. Monitor instructional and ensure specific supports are in place for vocabulary acquisition. 6. Utilize unit assessments and monitor data for student progress on standards. 7. Utilize STEM and ELP programs to support students gaps in standards based content.
Person Responsible	Shannon Brennan (brennans@pcsb.org)

#4	
Title	Bridging the Gap/African American Goal
Rationale	Our current level of performance with African American students in grades 3-5 is 39% proficiency in ELA.
State the measureable outcome the school plans to achieve	The percentage of African American students achieving proficiency will increase from 39% to 45% as measured by FSA.
Person responsible for monitoring outcome	Shannon Brennan (brennans@pcsb.org)
Evidence-based Strategy	Increase the implementation of culturally relevant instructional practices and materials to increase engagement. Implement universal screening for gifted identification to expand the number of black students in talent development and gifted programs. Implement Restorative Practices throughout school.
Rationale for Evidence-based Strategy	Increasing Restorative Practices will decrease referrals and establish positive relationships with African American students and improve overall school culture. Identification of students in need of enrichment will increase proficiency.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide professional development in culturally responsive teaching strategies. 2. Provide equity training for all staff. 3. Provide Restorative Practices training for staff, students and parents. 4. Provide training in Gender Equity. 5. Monitor the progress of African American students and provide support as needed.
Person Responsible	Shannon Brennan (brennans@pcsb.org)

#5	
Title	School Climate / Conditions for Learning
Rationale	Office Discipline referrals decreased from 196 in 2018 to 117 for the 2018-19 school year, Suspensions decreased from 35 to 21 in school suspensions. Out of school suspensions decreased from 1 to 0.
State the measureable outcome the school plans to achieve	Office discipline referrals will decrease by 10% from 2018-19 to the 2019-2020.
Person responsible for monitoring outcome	Mary Deoliveira (deoliveiram@pcsb.org)
Evidence-based Strategy	Increase the use of Restorative Practices and Culturally Responsive Teaching practices within all school settings. Implement a social-emotional curriculum that aligns the IB Learner Profile and Morning Meetings.
Rationale for Evidence-based Strategy	Consistency in response to student behavior along with the building of positive student relationships will create a positive school culture.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continue school based training on Restorative Practices during preschool and through the year. 2. Train all support staff including cafe staff, plant operations and onsite before/aftercare provider on RP and the Learner Profile. 3. Conduct morning meetings focused on specific social emotional skills and strategies aligned with the Learner Profile. 4. With students, use action cycle to reflect on behavioral choices. Set goals and develop plans with students, teachers and parents when needed. 5. Monitor and support staff for implementation with fidelity. Review student and teacher data on a biweekly basis for trends and next steps.
Person Responsible	Shannon Brennan (brennans@pcsb.org)

#6	
Title	Attendance
Rationale	The average daily attendance was 86% in 2018-19 decreasing from 94% in 2017-18. The percentage of students missing 10% or more of school will decrease from 20% to 15%.
State the measureable outcome the school plans to achieve	Average daily attendance will increase from 86% to 94%.
Person responsible for monitoring outcome	Mary Deoliveira (deoliveiram@pcsb.org)
Evidence-based Strategy	Strengthen the attendance problem solving process to address and support the needs of students across all Tiers on an ongoing basis. Strengthen the implementation of Tier 2 interventions to address and support the needs of students.
Rationale for Evidence-based Strategy	Strengthening the problem solving process will increase attendance and address concerns more effectively through faster identification and response to concerns,
Action Step	
Description	<ol style="list-style-type: none"> 1. Increase monitoring of the 20% of students identified as missing 10% or more in 2018-19 school year. 2. Develop and implement an attendance incentive program and weekly competitions. 3. Implement tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a biweekly basis. 4. Increase parent contact and support through the Child Study Team to ensure the awareness and importance of attendance. 5. Ensure attendance is accurately taken and recorded on a daily basis and reflect the appropriate entry codes.
Person Responsible	Mary Deoliveira (deoliveiram@pcsb.org)

#7	
Title	Family and Community Engagement
Rationale	Increased family and community engagement will positively impact both learners and the learning environment within the entire school community.
State the measureable outcome the school plans to achieve	Parent and Community Involvement at school based events will increase by 10% from 2018-19 to the 2019-20 school year.
Person responsible for monitoring outcome	Mary Deoliveira (deoliveiram@pcsb.org)
Evidence-based Strategy	Increase promotion and marketing of family involvement events by including additional student driven involvement to increase parent attendance.
Rationale for Evidence-based Strategy	Increasing parent involvement will support student growth by providing families with the knowledge of standards and student expectations.
Action Step	
Description	<ol style="list-style-type: none"> 1. Increase student involvement in family engagement events through connection with fine arts department and specialists. 2. Increase marketing of events through School Messenger, school website and school newsletter. 3. Attend MAPP professional development with Family and Community Team.
Person Responsible	Misty Veverka (veverkam@pcsb.org)

#8	
Title	Healthy Schools
Rationale	Our current level of performance is approaching bronze, as evidence in the Alliance for a Healthier Generation Healthy Schools Program Framework. We expect our performance to be bronze by April 2020.
State the measureable outcome the school plans to achieve	Our school will achieve Bronze level recognition by April 2020 as evidence by the Alliance for a Healthier Generation's Healthy Schools Program Framework.
Person responsible for monitoring outcome	Shannon Brennan (brennans@pcsb.org)
Evidence-based Strategy	Assemble a Healthy Schools Team and attend district supported professional development to complete the Program Assessment and monitor progress among all grade levels and departments.
Rationale for Evidence-based Strategy	Team will provide additional support to implement an action plan and support schoolwide Wellness goals.
Action Step	
Description	<ol style="list-style-type: none"> 1. Assemble Healthy Schools Team 2. Attend district training 3. Complete Healthy Schools training and implement Healthy Schools Action Plan 4. Complete Bronze level National Healthy School Award Application
Person Responsible	Shannon Brennan (brennans@pcsb.org)

#9	
Title	ESSA/Students with Disabilities
Rationale	The current level of performance of Students with Disabilities is 31%.
State the measurable outcome the school plans to achieve	The percentage of Students with Disabilities achieving proficiency will increase from 31% to 45% as measured by FSA.
Person responsible for monitoring outcome	Mary Deoliveira (deoliveiram@pcsb.org)
Evidence-based Strategy	Increase the use of researched based reading interventions aligned to specific needs of SWD as determined by FSA and MAP data.
Rationale for Evidence-based Strategy	Ensuring the alignment of IEP goals and appropriate interventions with FSA/MAP data results will increase student ELA proficiency.
Action Step	
Description	<ol style="list-style-type: none"> 1. Train teachers on LindaMood Routines for phonics and fluency. 2. Review all current IEPs to ensure goals matched student needs as determined by data. 3. Implement interventions aligned to student need and track progress. 4. Monitor student progress through biweekly assessments. 5. Collaborative planning with classroom teacher and ESE teacher.
Person Responsible	Mary Deoliveira (deoliveiram@pcsb.org)

#10

Title ESSA/English Language Learners

Rationale The current level of performance of English Language Learners is 40%.

State the measureable outcome the school plans to achieve

The percentage of English Language Learners achieving proficiency will increase from 40% to 46% as measured by FSA.

Person responsible for monitoring outcome

Shannon Brennan (brennans@pcsb.org)

Evidence-based Strategy

Classroom teachers and ESOL teachers will collaborate to plan and deliver instruction to their EL students aligned with their language proficiency levels. The EL instruction and activities will be based on grade level standards and will include language objectives that will support their English language development.

Rationale for Evidence-based Strategy

Teachers must plan lessons that are providing rigorous, on-grade level instruction to EL students while keeping in consideration their English language abilities. If teachers plan lessons aligned with grade level standards and with students' ELP, the gap will be reduced by at least 6%.

Action Step

Description

1. Utilize Ellevation to obtain students' length of time in US schools and language proficiency levels; provide this data to teachers so they can plan effective instruction
2. Provide learning opportunities for teachers on the use of WIDA Ellevation reports and Can Do Approach to support differentiated planning and instruction, based on student language proficiency levels
3. Utilize and monitor the implementation of Can Do Descriptors and Model Performance Indicators in the planning and practice within all classrooms to ensure instruction matches the needs of ELs and scaffolding provides and appropriate entry-point for grade-level content with ongoing support.
4. Monitor the lesson planning and classroom implementation of effective lessons to engage ELs in rigorous, standards-based work rich in language development. Utilize Marzano Focus Model Go To Strategies for English Language Learners document to provide ongoing feedback to teachers to support development of their practice in supporting ELs.
5. Have a school plan for meaningful communication with families via the website, newsletters, parent letters, phone calls, etc. and ensure communication is available in languages spoken by ELs; utilize LionBridge Interpretation services.

Person Responsible

Shannon Brennan (brennans@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

N/A

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

n/a

PFEP Link

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

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

n/a

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

n/a

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

n/a

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

n/a

Part V: Budget

1	III.A	Areas of Focus: ELA	\$1,000.00
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	Function	Object	Budget Focus	Funding Source	FTE	2019-20	
		140-Substitute Teachers	2431 - Mildred Helms Elem. School	School Improvement Funds		\$1,000.00	
<i>Notes: TDEs for Professional Development/ ELA and IB</i>							
2	III.A	Areas of Focus: Mathematics					\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20	
		140-Substitute Teachers	2431 - Mildred Helms Elem. School	School Improvement Funds		\$1,000.00	
<i>Notes: TDEs for Professional Development</i>							
3	III.A	Areas of Focus: Science					\$0.00
4	III.A	Areas of Focus: Bridging the Gap/African American Goal					\$0.00
5	III.A	Areas of Focus: School Climate / Conditions for Learning					\$0.00
6	III.A	Areas of Focus: Attendance					\$0.00
7	III.A	Areas of Focus: Family and Community Engagement					\$0.00
8	III.A	Areas of Focus: Healthy Schools					\$0.00
9	III.A	Areas of Focus: ESSA/Students with Disabilities					\$0.00
10	III.A	Areas of Focus: ESSA/English Language Learners					\$0.00
					Total:	\$2,000.00	