

Pinellas County Schools

# Mildred Helms Elementary School



2017-18 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

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	C*	C

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### 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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Mildred Helms Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - <a href="#">Julio Valle</a>	Comprehensive Support & Improvement - Dmt

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

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

##### b. Provide the school's vision statement

100% Student Success

#### 2. School Environment

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

As an International Baccalaureate (IB) Primary Years Programme (PYP) candidate school, culture building, relationships and diversity are valued and celebrated at Mildred Helms Elementary. 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. In our third year as an International Studies Center and first year as a candidate school, culture building and relationships are a key focus within our learning environment. Staff members take advantage of teachable moments within units of inquiry 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. Culturally Responsive classrooms are established to ensure that culture and relationships are cultivated within our diverse learning community.

##### b. 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 report any suspected cases of bullying that are brought their attention. Staff are trained on utilizing a trauma-informed model of care 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 are taught strategies for self-management of emotions with each classroom having a "Peace Place" with a variety of tools to allow students to take a short break when they are feeling emotionally volatile. Classroom Morning Meetings and Restorative Practice circles are utilized to ensure students are provided the opportunity to share celebrations and concerns each day.

##### c. 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 both a positive behavior system (PBIS), CHAMPS and Restorative Practices. The schoolwide system addresses the Guidelines for Success (GFS)/ Essential Agreements with an accompanying positive support system. 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. Individual classroom plans are aligned to the schoolwide behavior plan and grade level plans established by the teams and include the use of CHAMPS and Restorative Practices.

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 Check and Connect 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 use of Restorative Practices, including Restorative Circles, the STEP program, which focuses on supporting and empowering academically capable minority students, and Girlfriends, a program which provides support and encouragement for academically struggling female students in fifth grade.

**d. 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 Center includes the development of the IB Learner Profile through the teaching of the IB learner attributes. The IB Learner Profile is central in developing internationally minded and culturally responsible students. It is also aligned to our Positive Behavior Plan and School wide Behavior Plan. Administration leads the kickoff of school with grade level assemblies with students in restorative circles. These assemblies establish Essential Agreements and review schoolwide expectations. Within the classrooms, teachers complete the same process with students to establish their classroom Essential Agreements and use of restorative circles within Morning Meetings. 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.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. 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. Our goal is to decrease the number of students absent from school 10% or more days, by 5%.



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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	28	23	12	12	27	21	0	0	0	0	0	0	0	123
One or more suspensions	0	1	0	0	0	3	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	28	24	17	24	12	0	0	0	0	0	0	0	105
Level 1 on statewide assessment	0	0	0	33	57	74	0	0	0	0	0	0	0	164

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	2	1	1	8	16	0	0	0	0	0	0	0	28

**c. 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 meets biweekly to monitor absences of students who have missed 10% or more of school Attendance codes are used by the team to determine trends for absences. A problem-solving worksheet is completed quarterly to assist in determining barriers to school attendance. Parental support and notification with attendance letters is provided by our Social Worker, Attendance Specialists and district resources. Our School Counselor also 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 for attendance above 90% with acknowledgement in schoolwide communications. Average daily attendance will be used to recognize classes on a monthly basis. Individual recognition for perfect attendance for students and staff will be celebrated at the end of each grading period. 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 after school.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. 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**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

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

**2. 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.

**2. 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**

Family Night events are coordinated with PTA to provide both academic and social/emotional learning opportunities. These events include content focused workshops to provide parents with knowledge and tools to assist their children at home. Events also include opportunities for parents to network with businesses and community members to receive resources that meet social/emotional needs. 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 mentors, funding and school enhancements that directly communicate the school mission and vision with our local community. As a result, parents and students are provided with academic supports to continue learning at home to assist in increasing student achievement.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Brennan, Shannon	Principal
Deoliveira, Mary	Assistant Principal
Dennison, Kim	Other
Riser, Mary	Teacher, K-12
Khoury, Barbara	Instructional Coach
Cobin, Jennifer	Guidance Counselor
Ovalle, Michelle	Other

**b. Duties**

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

Principal is ultimately responsible for MTSS systems. Ensures identified students are receiving interventions/support and monitors progress of school wide achievement data. Assistant Principal facilitates the meetings, monitors data collection and analysis of assessments and progress monitoring data. MTSS Coach ensures Tier 3 interventions are implemented with fidelity and organizes the scheduling of hourly teachers and interventions. Counselor - 504 coordinator maintains meeting calendar keeper and takes minutes of meetings. Psychologist performs data analysis, works with classroom teachers and interventionists to determine need and develops academic Tier 3 problem solving worksheets for students. 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. Teachers provide input on classroom interventions and serve as liaisons between SBLT and instructional staff.

**2. 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 assigned based on student needs. Interventions are progress monitored and data is reviewed monthly. Interventions are modified based on student progress monitoring data. State and district assessment data are analyzed by Leadership teams and staff to determine the strength of core instruction, allocation and use of resources to maximize impact on achievement.

**2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Pam Douberly	Business/Community
Jennifer Fawcett	Business/Community
Shannon Brennan	Principal
Deborah Harris	Education Support Employee
Jonquia Robinson	Parent
Carmen Vasquez Berio	Parent
Barbara Khoury	Teacher
Ana Carlson	Teacher
Kimberley Smith	Education Support Employee
	Student

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

SAC met in April 2017 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 2017-18 plan. SAC convenes in August to review goals, and provide input on strategies to increase student achievement and parent involvement. SAC/PTA 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 increasing student achievement.

*b. 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.

*c. 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, state and local conferences, IB training and/or work with district level coaches.

**2. 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 staff to attend IB training and professional development aligned to the School Improvement Plan and individual teacher's Deliberate Practice.

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

Yes

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

During the preschool and Meet and Greet, we will be recruiting members to the SAC committee who represent the demographics of the school population.

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Brennan, Shannon	Principal
Deoliveira, Mary	Assistant Principal
Ovalle, Michelle	Other
Bellinger, Melissa	Instructional Media
Dennison, Kim	Other
Khoury, Barbara	Other
Riser, Mary	Teacher, K-12

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable**

The LLT promotes literacy through collaboration in planning and developing a literacy rich environment. We will focus on implementing the IB 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.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

### **1. 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 to the development of the IB Programme of Inquiry utilizing the IB philosophy and framework. Led by members of the Core Leadership, the 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.

### **2. 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 interviewing and selecting the most qualified and certified candidates whose personal and professional philosophies and teaching align with 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.

### **3. 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 include: setting up the classroom, developing behavior plans, reviewing instructional and operational processes, planning and supporting in various areas throughout the school year. Mentors assist with Open House planning, testing, data analysis, determining interventions and collaborative planning. Mentees will be involved in coaching cycles including observations and co-teaching models.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

Teachers use the Florida Standards, IB framework and district curriculum guides to plan instruction within the IB Programme of Inquiry. The combination of these components with research based instructional practices, instructional materials, research-based interventions, the instructional planning template and technology support core instruction. Teachers are participating in professional development on IB unit 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 student centered, inquiry-based and aligned to the Florida Standards.

#### **b. Instructional Strategies**

**1. 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 (state assessments, running records, MAP assessments (ELA and math) and district science common assessments as well biweekly formative assessments to identify students' strengths and areas in need of improvement. Instruction is tailored to the students to enable on grade level performance through differentiated, small group or individualized instruction. Research-based interventions that focus on academic needs are implemented with progress monitoring completed biweekly. Students are offered extended learning opportunities after school through the Extended Learning Program/Promise Time. ELL strategies based on ELL Can Do descriptors are infused into all academic subjects to support our ELL 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.

**2. 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 the L300 extended 30 minutes added on to the instructional day to increase the amount of time provided for reading intervention. After hours Extended Learning/Promise Time are an extension of the academic day and support core academics to meet the remedial and enrichment needs of our students. STEM Academies provide math and science enrichment. Math enrichment clubs focus on critical thinking and problem solving while incorporating real world application.

**Strategy Rationale**

The Promise Time Program will add an hour of remedial instruction for students who need additional instructional time in order to meet grade level expectations. The ELP also provides students an opportunity to participate in enrichment clubs that align the arts, technology, and core curriculum areas of ELA, math and science. STEM (Science, Technology, Engineering and Math) Academies 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](mailto:deoliveiram@pcsb.org)

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

District and state assessments as well as biweekly progress monitoring data data will be used to determine the growth of the children in the Extended Learning/Promise Time Program. SBLT and Promise Time coordinators will analyze data to ensure student growth is attained and monitor the effectiveness of the program.

**2. Student Transition and Readiness**

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

#### 1. 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. During the year, MHES staff attend Districtwide Magnet Fairs to introduce and communicate information regarding the International Studies Center magnet program. 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.

### b. College and Career Readiness

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

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

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

4. 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

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

## **B. 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.

## **C. Strategic Goals**



## 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.** Focusing on effective implementation of small group instruction, differentiation and formative assessment along with supporting ELL/ESE students with vocabulary and acceleration, student proficiency in ELA will increase to at least 55% from 42% and math proficiency will increase to 59% from 54%. Learning gains for the bottom quartiles in both ELA and Math will increase to at least 50% of students making gains from 37% in ELA and 19% in Math as measured by the FSA in 2017-18.
- G2.** Focusing on effective implementation of culturally responsive instruction, differentiated instruction, and restorative practices, African American student proficiency in ELA and math will increase to at least 50% and learning gains for the bottom quartiles in both ELA and math will increase to at least 50% of students making gains as measured by the FSA in 2017-18.
- G3.** Implementing a K-5 standards based Science plan through the use of the 10-70-20 routine, science labs in grades 3-5 and hands on instruction in grades K-2 as well as interactive science notebooks and STEM Academies, science proficiency will increase to 50% from 35% as measured by the 2017-18 SSA.
- G4.** Increase attendance at family/parent workshops to attain an average of 175 participating families during the 2017-18 school year.
- G5.** By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 6 out of 6 Assessment Modules..

## Strategic Goals Detail

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

**G1.** Focusing on effective implementation of small group instruction, differentiation and formative assessment along with supporting ELL/ESE students with vocabulary and acceleration, student proficiency in ELA will increase to at least 55% from 42% and math proficiency will increase to 59% from 54%. Learning gains for the bottom quartiles in both ELA and Math will increase to at least 50% of students making gains from 37% in ELA and 19% in Math as measured by the FSA in 2017-18. **1a**

G088486

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

Indicator	Annual Target
FSA ELA Achievement	55.0
FSA ELA Achievement - ELL	55.0
FSA ELA Achievement - SWD	55.0
FSA Mathematics Achievement	59.0
FSA Math Achievement - ELL	59.0
FSA Math Achievement - SWD	59.0

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

- Strength of core instruction to match the need of the diverse group of learners. Lack of differentiation of instruction with limited use of data analysis of formative and summative assessments to drive instruction.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- District Professional Development, Literacy Coach, Curriculum Specialist, MTSS Coach, PLC/ Curriculum Meetings, data chats, Extended Learning/Promise Time, research based ELA and math interventions

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

Student achievement data including district assessments, progress monitoring and formative assessments will be used to determine progress towards goals.

**Person Responsible**

Mary Deoliveira

**Schedule**

Biweekly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Data meeting agendas and minutes, state assessment scores, district assessment scores, progress monitoring data

**G2.** Focusing on effective implementation of culturally responsive instruction, differentiated instruction, and restorative practices, African American student proficiency in ELA and math will increase to at least 50% and learning gains for the bottom quartiles in both ELA and math will increase to at least 50% of students making gains as measured by the FSA in 2017-18. 1a

G088487

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement - Black/African American	50.0
FSA Math Achievement - Black/African American	50.0

**Targeted Barriers to Achieving the Goal** 3

- Fidelity of consistent differentiated instruction and lack of culturally responsive instruction and restorative practices.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Professional development: Responsive Classrooms, Restorative Practices

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

Monitor district MAP assessment data, progress monitoring and FSA data

**Person Responsible**

Mary Deoliveira

**Schedule**

Biweekly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

District MAP assessment comparison data and analysis.

**G3.** Implementing a K-5 standards based Science plan through the use of the 10-70-20 routine, science labs in grades 3-5 and hands on instruction in grades K-2 as well as interactive science notebooks and STEM Academies, science proficiency will increase to 50% from 35% as measured by the 2017-18 SSA.

1a

G088490

**Targets Supported** 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	50.0

**Targeted Barriers to Achieving the Goal** 3

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

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- State Science Standards, district curriculum guides, onsite STEM lab, STEM Academies (2), Classroom Science labs, Curriculum Specialist, district science coach support

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

Data chats will be held with teams and individuals on all common and formative assessments.

**Person Responsible**

Shannon Brennan

**Schedule**

Monthly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Data analysis charts and student performance data on common assessments, pre/post lab assessments, beginning and midyear diagnostic assessments

**G4.** Increase attendance at family/parent workshops to attain an average of 175 participating families during the 2017-18 school year. **1a**

G088491

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

Indicator	Annual Target
District Parent Survey	175.0

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

- Lack of involvement from parents at school related curriculum events due to issues with parental time commitments.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Title I funds, Family and Community Liaison

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

Attendance sign-in sheets

**Person Responsible**

Mary Deoliveira

**Schedule**

Quarterly, from 8/9/2017 to 5/25/2018

**Evidence of Completion**

Attendance sign-in sheets will document the number parents participating in trainings.

**G5.** By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 6 out of 6 Assessment Modules.. 1a

G088492

**Targets Supported** 1b

Indicator	Annual Target
District Grade - Percentage of Points Earned	100.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of staff participation to complete assessment modules and develop an action plan for improvement.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Wellness team, district professional development

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

Evaluation of the Healthy Schools Plan

**Person Responsible**

Mary Deoliveira

**Schedule**

Annually, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

End of year evaluation

## 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.** Focusing on effective implementation of small group instruction, differentiation and formative assessment along with supporting ELL/ESE students with vocabulary and acceleration, student proficiency in ELA will increase to at least 55% from 42% and math proficiency will increase to 59% from 54%. Learning gains for the bottom quartiles in both ELA and Math will increase to at least 50% of students making gains from 37% in ELA and 19% in Math as measured by the FSA in 2017-18. **1**

 G088486

**G1.B1** Strength of core instruction to match the need of the diverse group of learners. Lack of differentiation of instruction with limited use of data analysis of formative and summative assessments to drive instruction.

**2**

 B235453

**G1.B1.S1** Implementation of the IB Units of Inquiry, standards based core instruction, high yield instructional strategies, and vocabulary within core instruction. **4**

 S248231

### **Strategy Rationale**

Professional development and coaching rounds will provide foundational support to ensure core instruction is standards based and student centered utilizing the strengths of coaching, observation and feedback.

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

Standards based instruction implemented through transdisciplinary teaching within IB units of inquiry and math instruction. Teachers follow an explicit teaching model (gathering, processing, storing and retrieval) maximizing vocabulary instruction, student accountable talk, student practice and differentiation within core and small group instruction. Utilize Can Do descriptors in collaborative planning to provide differentiation for ELL students.

#### **Person Responsible**

Shannon Brennan

#### **Schedule**

Daily, from 8/10/2017 to 5/25/2018

#### **Evidence of Completion**

Professional development calendars, instructional staff transcripts, PD minutes and sign in sheets

## Action Step 2 5

Data driven instruction implemented daily using researched based instructional practices and high yield teaching strategies within core and small group instruction. Teams analyze formative and summative assessment data to determine core instructional needs as well as students in need of support. Within PLCs, teachers study student work using standards-based tools (reading, writing, math scales) for the purposes of differentiation and feedback. Utilize proficiency data from 2017 ACCESS with ELL students.

### **Person Responsible**

Michelle Ovalle

### **Schedule**

Daily, from 8/10/2017 to 5/25/2018

### **Evidence of Completion**

Lesson plans, observational data, student formative assessment and progress monitoring data, student artifacts, PLC minutes

## Action Step 3 5

Professional development focused on the Florida Standards in ELA and math, researched based instructional strategies and the IB PYP Programme of Inquiry.

### **Person Responsible**

Kim Dennison

### **Schedule**

Weekly, from 8/10/2017 to 5/26/2018

### **Evidence of Completion**

Professional development calendar, instructional staff PD transcripts, Literacy Coach logs, PLC minutes, Assessment data

**Action Step 4** 5

Implement Extended Learning Program and Promise Time Tutoring

**Person Responsible**

Mary Deoliveira

**Schedule**

Daily, from 9/5/2017 to 5/10/2018

**Evidence of Completion**

Lesson Plans, Student Attendance Documentation, iReady Assessment data, district MAPs data

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

Monitor standards based instruction in ELA and math to ensure fidelity of implementation of high yield instructional strategies through the use of formal and informal observations

**Person Responsible**

Shannon Brennan

**Schedule**

Daily, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Observation data, coaching logs, fidelity evaluations

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

Analysis of formative and summative assessment data to drive instruction and differentiation to meet the needs of learners completed during PLCs. Data to include biweekly assessments, iStation and STMath.

**Person Responsible**

Michelle Ovalle

**Schedule**

Biweekly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

PLC agendas/calendars/minutes, coaching logs, Observation data, biweekly assessment data. iStation and STMath data

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

Monitor alignment and implementation of professional development of IB PYP Programme, FL Standards and research based instructional strategies in ELA and math.

**Person Responsible**

Kim Dennison

**Schedule**

Weekly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Professional development calendar, IB Programme of Inquiry, lesson plans, observations

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

Monitor the fidelity of implementation of Extended Learning Program and Promise Time.

**Person Responsible**

Mary Deoliveira

**Schedule**

Monthly, from 8/10/2017 to 5/18/2018

**Evidence of Completion**

Attendance logs, progress monitoring data from small group instruction, iReady and iStation.

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

Informal and formal observation data will determine feedback and action planning in areas in need of improvement.

**Person Responsible**

Mary Deoliveira

**Schedule**

Weekly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Coaching Logs, sign in sheets, observation data

**G2.** Focusing on effective implementation of culturally responsive instruction, differentiated instruction, and restorative practices, African American student proficiency in ELA and math will increase to at least 50% and learning gains for the bottom quartiles in both ELA and math will increase to at least 50% of students making gains as measured by the FSA in 2017-18. **1**

G088487

**G2.B1** Fidelity of consistent differentiated instruction and lack of culturally responsive instruction and restorative practices. **2**

B235454

**G2.B1.S1** Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student centered practices **4**

S248232

### Strategy Rationale

Students will be able to access curriculum based on readiness, interest and learning preference.

### Action Step 1 **5**

Professional development on Culturally Responsive Classrooms to increase engagement in rigorous instruction for black learners and increase the percentage of proficient students

#### Person Responsible

Mary Deoliveira

#### Schedule

Weekly, from 8/10/2017 to 5/25/2018

#### Evidence of Completion

coaching logs, lesson plans, fidelity checks, observations

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

Monitor use of Responsive Classrooms through lesson planning, formal and informal observations and student achievement data (subgroup specific)

#### Person Responsible

Mary Deoliveira

#### Schedule

Monthly, from 8/10/2017 to 5/25/2018

#### Evidence of Completion

Lesson plans, observation documentation, student achievement data

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

Schedule and create agendas for data review and planning, complete classroom observations

**Person Responsible**

Mary Deoliveira

**Schedule**

Biweekly, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

PLCs data chat agendas and minutes and iObservation data

**G3.** Implementing a K-5 standards based Science plan through the use of the 10-70-20 routine, science labs in grades 3-5 and hands on instruction in grades K-2 as well as interactive science notebooks and STEM Academies, science proficiency will increase to 50% from 35% as measured by the 2017-18 SSA. 1

G088490

**G3.B1** Lack of fidelity of instruction and knowledge of science standards in kindergarten through fifth grade.

2

B235458

**G3.B1.S1** Establish and monitor the routine practice of the 10-70-20 instructional model for students. 4

S248235

### Strategy Rationale

The model consists of setting the purpose, core science instruction and confirming the learning. Students will understand the learning goals and reflect on their progress toward meeting the standard.

### Action Step 1 5

Monitor the consistent use of the 5E lessons/Science learning activity guides (SLAGS) for completion and understanding of key vocabulary and content.

#### Person Responsible

Barbara Khoury

#### Schedule

Weekly, from 8/10/2017 to 5/11/2018

#### Evidence of Completion

Lesson plans, informal and formal observations, student work in SLAGS

### Action Step 2 5

Monitor the implementation of science 5E's labs in grades 3-5 with fidelity during each 6 week rotation. Kindergarten through second grade will implement district science units of study with fidelity.

#### Person Responsible

Shannon Brennan

#### Schedule

Weekly, from 8/10/2017 to 5/25/2018

#### Evidence of Completion

Science pre/post lab data, beginning and midyear diagnostic assessments, science common assessments and FCAT 2.0, formative assessments



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

Monitor pre/ post test data from science labs, informal and formal observations of instruction in the lab and in K-5 classrooms and monitoring of consistent use of Success Criteria / SLAGS to track progress of learning goals.

**Person Responsible**

Shannon Brennan

**Schedule**

Biweekly, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

Monthly curriculum meeting agendas, PLC minutes, lesson plans, formal and informal observations, data chats

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

Alignment of science standards, district curriculum, IB unit planners, classroom lesson plans and consistent routine practice of students monitored through formal and informal observations and review of lesson plans and Units of Inquiry

**Person Responsible**

Shannon Brennan

**Schedule**

Monthly, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

Curriculum agendas, formal and informal observation data, Programme (Units) of Inquiry / lesson plan reviews, PLC minutes


**G4.** Increase attendance at family/parent workshops to attain an average of 175 participating families during the 2017-18 school year. **1**

 G088491

**G4.B1** Lack of involvement from parents at school related curriculum events due to issues with parental time commitments. **2**

 B235459

**G4.B1.S1** Increase effectiveness, timeliness and coordination of family and parent workshops with PTA, staff and families by the Family and Community Liaison. **4**

 S248236

### **Strategy Rationale**

Increased communication, coordination and flexible scheduling will enable parents to participate in family/parent workshops.

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

All staff members will communicate and distribute parent workshop fliers and attendance rosters for family involvement events and workshops.

#### **Person Responsible**

Mary Deoliveira

#### **Schedule**

Biweekly, from 8/9/2017 to 5/25/2018

#### **Evidence of Completion**

Sign-In sheets, program flyers, website postings

### **Action Step 2** **5**

Provide child care for parents attending workshops

#### **Person Responsible**

Barbara Khoury

#### **Schedule**

Every 2 Months, from 8/10/2017 to 5/25/2018

#### **Evidence of Completion**

parent sign in sheets and child care attendance sheets

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

Family and Community Liaison will track events with logs of postings, copies of fliers and will ensure the accuracy of website communications and content.

**Person Responsible**

Mary Deoliveira

**Schedule**

Monthly, from 8/9/2017 to 5/25/2018

***Evidence of Completion***

Meeting flyers, planning documentation, event sign-in sheets

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

Parent Surveys will be provided at each event as well as a school survey at the end of the year.

**Person Responsible**

Mary Deoliveira

**Schedule**

Quarterly, from 8/9/2017 to 5/25/2018

***Evidence of Completion***

Survey results and comments

**G5.** By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 6 out of 6 Assessment Modules.. 1

G088492

**G5.B1** Lack of staff participation to complete assessment modules and develop an action plan for improvement. 2

B235460

**G5.B1.S1** Wellness Coach will attend preschool training on Module Assessment requirements. 4

S248237

### Strategy Rationale

Begin the year with knowledge of requirements and develop a calendar of the deadlines of the components. Wellness team will train staff on healthier alternatives and strategies to improve wellness with staff and students.

### Action Step 1 5

Based on staff input, select one area to improve our level of success.

#### Person Responsible

Mary Deoliveira

#### Schedule

Monthly, from 8/1/2017 to 5/25/2018

#### Evidence of Completion

Assessment and survey data

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

The Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s).

#### Person Responsible

Mary Deoliveira

#### Schedule

Quarterly, from 8/10/2017 to 5/25/2018

#### Evidence of Completion

Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.

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

Wellness team will provide updates on goals and feedback at monthly staff meetings.

**Person Responsible**

Mary Deoliveira

**Schedule**

Monthly, from 8/10/2017 to 5/25/2018












***Evidence of Completion***

feedback and surveys

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.B1.S1.A4 A323803	Implement Extended Learning Program and Promise Time Tutoring	Deoliveira, Mary	9/5/2017	Lesson Plans, Student Attendance Documentation, iReady Assessment data, district MAPs data	5/10/2018 daily
G3.B1.S1.A1 A323810	Monitor the consistent use of the 5E lessons/Science learning activity guides (SLAGS) for...	Khoury, Barbara	8/10/2017	Lesson plans, informal and formal observations, student work in SLAGS	5/11/2018 weekly
G1.B1.S1.MA5 M347942	Monitor the fidelity of implementation of Extended Learning Program and Promise Time.	Deoliveira, Mary	8/10/2017	Attendance logs, progress monitoring data from small group instruction, iReady and iStation.	5/18/2018 monthly
G2.B1.S1.MA1 M337394	Schedule and create agendas for data review and planning, complete classroom observations	Deoliveira, Mary	8/10/2017	PLCs data chat agendas and minutes and iObservation data	5/25/2018 biweekly
G5.MA1 M337411	Evaluation of the Healthy Schools Plan	Deoliveira, Mary	8/10/2017	End of year evaluation	5/25/2018 annually
G1.B1.S1.MA1 M337391	Informal and formal observation data will determine feedback and action planning in areas in need...	Deoliveira, Mary	8/10/2017	Coaching Logs, sign in sheets, observation data	5/25/2018 weekly
G1.B1.S1.MA1 M337392	Monitor standards based instruction in ELA and math to ensure fidelity of implementation of high...	Brennan, Shannon	8/1/2017	Observation data, coaching logs, fidelity evaluations	5/25/2018 daily
G1.B1.S1.MA3 M347906	Analysis of formative and summative assessment data to drive instruction and differentiation to...	Ovalle, Michelle	8/10/2017	PLC agendas/calendars/minutes, coaching logs, Observation data, biweekly assessment data. iStation and STMath data	5/25/2018 biweekly
G1.B1.S1.MA4 M347914	Monitor alignment and implementation of professional development of IB PYP Programme, FL Standards...	Dennison, Kim	8/1/2017	Professional development calendar, IB Programme of Inquiry, lesson plans, observations	5/25/2018 weekly
G1.MA1 M337393	Student achievement data including district assessments, progress monitoring and formative...	Deoliveira, Mary	8/10/2017	Data meeting agendas and minutes, state assessment scores, district assessment scores, progress monitoring data	5/25/2018 biweekly
G1.B1.S1.A1 A323800	Standards based instruction implemented through transdisciplinary teaching within IB units of...	Brennan, Shannon	8/10/2017	Professional development calendars, instructional staff transcripts, PD minutes and sign in sheets	5/25/2018 daily
G1.B1.S1.A2 A323801	Data driven instruction implemented daily using researched based instructional practices and high...	Ovalle, Michelle	8/10/2017	Lesson plans, observational data, student formative assessment and progress monitoring data, student artifacts, PLC minutes	5/25/2018 daily
G5.B1.S1.A1 A323812	Based on staff input, select one area to improve our level of success.	Deoliveira, Mary	8/1/2017	Assessment and survey data	5/25/2018 monthly
G3.MA1 M337405	Data chats will be held with teams and individuals on all common and formative assessments.	Brennan, Shannon	8/10/2017	Data analysis charts and student performance data on common assessments, pre/post lab assessments, beginning and midyear diagnostic assessments	5/25/2018 monthly
G4.MA1 M337408	Attendance sign-in sheets	Deoliveira, Mary	8/9/2017	Attendance sign-in sheets will document the number parents participating in trainings.	5/25/2018 quarterly
G2.B1.S1.MA1 M337395	Monitor use of Responsive Classrooms through lesson planning, formal and informal observations and...	Deoliveira, Mary	8/10/2017	Lesson plans, observation documentation, student achievement data	5/25/2018 monthly
G5.B1.S1.MA1 M337410	The Healthy School Team will review all assessment items to determine the most feasible item(s) to...	Deoliveira, Mary	8/10/2017	Increased number of eligible assessment modules and completion action plans for the Alliance for a	5/25/2018 quarterly

**Pinellas - 2431 - Mildred Helms Elem. School - 2017-18 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
				Healthier Generation, Healthy School Program.	
G3.B1.S1.MA1  M337403	Alignment of science standards, district curriculum, IB unit planners, classroom lesson plans and...	Brennan, Shannon	8/10/2017	Curriculum agendas, formal and informal observation data, Programme (Units) of Inquiry / lesson plan reviews, PLC minutes	5/25/2018 monthly
G3.B1.S1.MA1  M337404	Monitor pre/ post test data from science labs, informal and formal observations of instruction in...	Brennan, Shannon	8/10/2017	Monthly curriculum meeting agendas, PLC minutes, lesson plans, formal and informal observations, data chats	5/25/2018 biweekly
G2.MA1  M337396	Monitor district MAP assessment data, progress monitoring and FSA data	Deoliveira, Mary	8/10/2017	District MAP assessment comparison data and analysis.	5/25/2018 biweekly
G3.B1.S1.A2  A323809	Monitor the implementation of science 5E's labs in grades 3-5 with fidelity during each 6 week...	Brennan, Shannon	8/10/2017	Science pre/post lab data, beginning and midyear diagnostic assessments, science common assessments and FCAT 2.0, formative assessments	5/25/2018 weekly
G4.B1.S1.MA1  M337406	Parent Surveys will be provided at each event as well as a school survey at the end of the year.	Deoliveira, Mary	8/9/2017	Survey results and comments	5/25/2018 quarterly
G4.B1.S1.MA1  M337407	Family and Community Liaison will track events with logs of postings, copies of fliers and will...	Deoliveira, Mary	8/9/2017	Meeting flyers, planning documentation, event sign-in sheets	5/25/2018 monthly
G4.B1.S1.A1  A323811	All staff members will communicate and distribute parent workshop fliers and attendance rosters for...	Deoliveira, Mary	8/9/2017	Sign-In sheets, program flyers, website postings	5/25/2018 biweekly
G4.B1.S1.A2  A334071	Provide child care for parents attending workshops	Khoury, Barbara	8/10/2017	parent sign in sheets and child care attendance sheets	5/25/2018 every-2-months
G5.B1.S1.MA1  M337409	Wellness team will provide updates on goals and feedback at monthly staff meetings.	Deoliveira, Mary	8/10/2017	feedback and surveys	5/25/2018 monthly
G2.B1.S1.A1  A323804	Professional development on Culturally Responsive Classrooms to increase engagement in rigorous...	Deoliveira, Mary	8/10/2017	coaching logs, lesson plans, fidelity checks, observations	5/25/2018 weekly
G1.B1.S1.A3  A323802	Professional development focused on the Florida Standards in ELA and math, researched based...	Dennison, Kim	8/10/2017	Professional development calendar, instructional staff PD transcripts, Literacy Coach logs, PLC minutes, Assessment data	5/26/2018 weekly



## V. Professional Development Opportunities

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

**G1.** Focusing on effective implementation of small group instruction, differentiation and formative assessment along with supporting ELL/ESE students with vocabulary and acceleration, student proficiency in ELA will increase to at least 55% from 42% and math proficiency will increase to 59% from 54%. Learning gains for the bottom quartiles in both ELA and Math will increase to at least 50% of students making gains from 37% in ELA and 19% in Math as measured by the FSA in 2017-18.

**G1.B1** Strength of core instruction to match the need of the diverse group of learners. Lack of differentiation of instruction with limited use of data analysis of formative and summative assessments to drive instruction.

**G1.B1.S1** Implementation of the IB Units of Inquiry, standards based core instruction, high yield instructional strategies, and vocabulary within core instruction.

### PD Opportunity 1

Standards based instruction implemented through transdisciplinary teaching within IB units of inquiry and math instruction. Teachers follow an explicit teaching model (gathering, processing, storing and retrieval) maximizing vocabulary instruction, student accountable talk, student practice and differentiation within core and small group instruction. Utilize Can Do descriptors in collaborative planning to provide differentiation for ELL students.

#### Facilitator

Principal, Assistant Principal, Literacy Coach, District Staff Developers, Magnet Coordinator, Curriculum Specialist, PD Facilitator

#### Participants

instructional staff

#### Schedule

Daily, from 8/10/2017 to 5/25/2018

## **PD Opportunity 2**

Data driven instruction implemented daily using researched based instructional practices and high yield teaching strategies within core and small group instruction. Teams analyze formative and summative assessment data to determine core instructional needs as well as students in need of support. Within PLCs, teachers study student work using standards-based tools (reading, writing, math scales) for the purposes of differentiation and feedback. Utilize proficiency data from 2017 ACCESS with ELL students.

### **Facilitator**

Leadership team, Literacy Coach, MTSS Coach, PD Facilitator

### **Participants**

Instructional Staff

### **Schedule**

Daily, from 8/10/2017 to 5/25/2018

## **PD Opportunity 3**

Professional development focused on the Florida Standards in ELA and math, researched based instructional strategies and the IB PYP Programme of Inquiry.

### **Facilitator**

Curriculum Specialist, MTSS Coach, Literacy Coach, Magnet Coordinator

### **Participants**

Instructional Staff

### **Schedule**

Weekly, from 8/10/2017 to 5/26/2018

**G2.** Focusing on effective implementation of culturally responsive instruction, differentiated instruction, and restorative practices, African American student proficiency in ELA and math will increase to at least 50% and learning gains for the bottom quartiles in both ELA and math will increase to at least 50% of students making gains as measured by the FSA in 2017-18.

**G2.B1** Fidelity of consistent differentiated instruction and lack of culturally responsive instruction and restorative practices.

**G2.B1.S1** Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student centered practices

### **PD Opportunity 1**

Professional development on Culturally Responsive Classrooms to increase engagement in rigorous instruction for black learners and increase the percentage of proficient students

#### **Facilitator**

Learning Specialist, Magnet Coordinator, district trainer

#### **Participants**

Instructional Staff

#### **Schedule**

Weekly, from 8/10/2017 to 5/25/2018

**G3.** Implementing a K-5 standards based Science plan through the use of the 10-70-20 routine, science labs in grades 3-5 and hands on instruction in grades K-2 as well as interactive science notebooks and STEM Academies, science proficiency will increase to 50% from 35% as measured by the 2017-18 SSA.

**G3.B1** Lack of fidelity of instruction and knowledge of science standards in kindergarten through fifth grade.

**G3.B1.S1** Establish and monitor the routine practice of the 10-70-20 instructional model for students.

### **PD Opportunity 1**

Monitor the implementation of science 5E's labs in grades 3-5 with fidelity during each 6 week rotation. Kindergarten through second grade will implement district science units of study with fidelity.

#### **Facilitator**

District Science Coach, Curriculum Specialist

#### **Participants**

instructional staff

#### **Schedule**

Weekly, from 8/10/2017 to 5/25/2018

## VI. Technical Assistance Items

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

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Standards based instruction implemented through transdisciplinary teaching within IB units of inquiry and math instruction. Teachers follow an explicit teaching model (gathering, processing, storing and retrieval) maximizing vocabulary instruction, student accountable talk, student practice and differentiation within core and small group instruction. Utilize Can Do descriptors in collaborative planning to provide differentiation for ELL students.</b>				<b>\$56,958.79</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	2431 - Mildred Helms Elem. School	Title I, Part A		\$55,820.82
			<i>Notes: Hourly Teachers</i>			
	5100	510-Supplies	2431 - Mildred Helms Elem. School	Title, I Part A		\$1,137.97
			<i>Notes: Instructional Materials</i>			
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Data driven instruction implemented daily using researched based instructional practices and high yield teaching strategies within core and small group instruction. Teams analyze formative and summative assessment data to determine core instructional needs as well as students in need of support. Within PLCs, teachers study student work using standards-based tools (reading, writing, math scales) for the purposes of differentiation and feedback. Utilize proficiency data from 2017 ACCESS with ELL students.</b>				<b>\$130,335.62</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	2431 - Mildred Helms Elem. School	Title I, Part A		\$95,599.29
			<i>Notes: MTSS Coach, Literacy Coach</i>			
	6300	130-Other Certified Instructional Personnel	2431 - Mildred Helms Elem. School	Title I, Part A		\$34,736.33
			<i>Notes: Curriculum Specialist</i>			
<b>3</b>	<b>G1.B1.S1.A3</b>	<b>Professional development focused on the Florida Standards in ELA and math, researched based instructional strategies and the IB PYP Programme of Inquiry.</b>				<b>\$12,369.76</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	2431 - Mildred Helms Elem. School	Title I, Part A		\$4,900.17
			<i>Notes: Contracted Services Coaches, Program Coordination, Connect for Success Liaison</i>			
	6400	140-Substitute Teachers	2431 - Mildred Helms Elem. School	Title, I Part A		\$3,469.59

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						<i>Notes: Substitutes for professional development</i>
	6400	330-Travel	2431 - Mildred Helms Elem. School	Title, I Part A		\$4,000.00
						<i>Notes: Conference Registration</i>
<b>4</b>	<b>G1.B1.S1.A4</b>	<b>Implement Extended Learning Program and Promise Time Tutoring</b>				<b>\$72,883.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	2431 - Mildred Helms Elem. School	Title I, Part A		\$72,883.00
						<i>Notes: ELP / Promise Time</i>
<b>5</b>	<b>G2.B1.S1.A1</b>	<b>Professional development on Culturally Responsive Classrooms to increase engagement in rigorous instruction for black learners and increase the percentage of proficient students</b>				<b>\$0.00</b>
<b>6</b>	<b>G3.B1.S1.A1</b>	<b>Monitor the consistent use of the 5E lessons/Science learning activity guides (SLAGS) for completion and understanding of key vocabulary and content.</b>				<b>\$0.00</b>
<b>7</b>	<b>G3.B1.S1.A2</b>	<b>Monitor the implementation of science 5E's labs in grades 3-5 with fidelity during each 6 week rotation. Kindergarten through second grade will implement district science units of study with fidelity.</b>				<b>\$34,736.33</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	130-Other Certified Instructional Personnel	2431 - Mildred Helms Elem. School	Title I, Part A		\$34,736.33
						<i>Notes: Curriculum Specialist (50%)</i>
<b>8</b>	<b>G4.B1.S1.A1</b>	<b>All staff members will communicate and distribute parent workshop fliers and attendance rosters for family involvement events and workshops.</b>				<b>\$4,002.90</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	160-Other Support Personnel	2431 - Mildred Helms Elem. School	Title I, Part A		\$2,853.41
						<i>Notes: Salary for Parent Liaison</i>
	6150	510-Supplies	2431 - Mildred Helms Elem. School	Title I, Part A		\$1,149.49
						<i>Notes: Parent Communication, Training resources, agenda books, postage</i>
<b>9</b>	<b>G4.B1.S1.A2</b>	<b>Provide child care for parents attending workshops</b>				<b>\$277.37</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	120-Classroom Teachers	2431 - Mildred Helms Elem. School	Title, I Part A		\$277.37
						<i>Notes: Contracted Services for staff</i>
<b>10</b>	<b>G5.B1.S1.A1</b>	<b>Based on staff input, select one area to improve our level of success.</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$311,563.77</b>