Mildred Helms Elementary School

2020-21 Schoolwide 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

2019-20 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (44%) 2017-18: C (50%) 2016-17: D (39%) 2015-16: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
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.

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	97%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	D

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SIP Authority

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.

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Purpose and Outline of the SIP

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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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Brennan, Shannon	Principal	Principal / IB Head of School
Deoliveira, Mary	Assistant Principal	AP, PBIS Coordinator
Ovalle, Michelle	Instructional Coach	MTSS -RtI Coordinator/Coach, Connect for Success Liaison
Gleeson, Erin	Teacher, K-12	Teacher Leader - Kindergarten
Dennison, Kim	Other	IB Magnet Coordinator/ New Teacher Lead Mentor
Carlson, Ana	Teacher, K-12	Teacher - Spanish, Restorative Practices Trainer
Hubbard, Emily	Psychologist	Psychologist
Osborne, Erica	Teacher, K-12	Mentor / Classroom Management Systems
Iverson, Lindsey	Teacher, ESE	Team Leader ESE
Cinelli, Gabrielle	Instructional Technology	LMT
Campogni, Francine	Teacher, K-12	Team Leader Gr 5
Enlow, Kristin	Teacher, K-12	Team Leader - Gr 4
Yuncker, Jerrie	Teacher, K-12	Team Leader Gr 3
Lannon, Lisa	Teacher, K-12	Team Leader Gr 2
Riser, Mary	Teacher, K-12	Team Leader Gr 1
Levine, Tara	Teacher, K-12	Gr 4 - Teacher Leader

Demographic Information

Principal start date
Tuesday 7/1/2014, Shannon Brennan

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

45

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
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2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	

Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here]().	

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	56	102	92	111	83	90	0	0	0	0	0	0	0	534
Attendance below 90 percent	1	23	26	30	20	16	0	0	0	0	0	0	0	116
One or more suspensions	0	1	4	1	2	4	0	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	6	1	0	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	3	3	0	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	17	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	10	0	0	0	0	0	0	0	11

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	0	0	0	7	5	0	0	0	0	0	0	0	12

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	1	5	0	2	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated
Monday 6/29/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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		
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	

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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		
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	

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%	42%	53%	55%
ELA Learning Gains	43%	59%	58%	37%	53%	57%
ELA Lowest 25th Percentile	32%	54%	53%	37%	47%	52%
Math Achievement	54%	61%	63%	54%	62%	61%
Math Learning Gains	49%	61%	62%	47%	61%	61%
Math Lowest 25th Percentile	38%	48%	51%	19%	48%	51%
Science Achievement	46%	53%	53%	35%	53%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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 2017-18	C & C Accel 2017-18
SWD	12	32	31	29	45	36	13				
ELL	32	30	30	46	50		29				
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 2016-17	C & C Accel 2016-17
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				

	2017 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	13	12		26	29		9				
ELL	30	19		56	59						
BLK	29	38	42	35	34	10	18				
HSP	39	36		53	51		21				
WHT	47	41	33	59	49	12	50				
FRL	36	32	33	51	46	21	30				

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 Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	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
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.

ELA - Lowest 25% learning gains - Students are lacking foundational skills in reading and writing and gaps are increasing. Writing shows improvement needed with reading comprehension and analysis of text.

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

ELA - L25 - 11% Foundation skills gaps in vocabulary, reading comprehension and writing in response to reading.

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.

ELA L25 - 21 point gap - foundational skill deficits and concerns for student confidence in comprehension of text and ability to respond in writing

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

Math achievement - 2% - data analysis identify individual student needs and providing specific supports for remediation of concepts and skills.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance below 90 percent - ELA Level 1

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

1. ELA foundational skills
2. Math foundational skills and concepts
3. ESE/ELL proficiency
4. African American Proficiency
5. Attendance

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	School wide ELA proficiency levels are below state and district averages in 2019.
Measurable Outcome:	The percentage of all students achieving ELA proficiency will increase from 44% to 54%, as measured by FSA. The percentage of students making ELA learning gains will increase from 43% in 2019 to 54% as well as L25 students from 32% to 54% as measured by FSA.
Person responsible for monitoring outcome:	Shannon Brennan (brennans@pcsb.org)
Evidence-based Strategy:	Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data. Increase standards based core instruction utilizing IB PYP Units of Inquiry with specific feedback on core instruction and differentiation.
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 Steps to Implement

1. Facilitate ELA-focused, consistent and sustained professional development with a focus on standards-based instruction, target and task alignment, developing and applying foundational skills, and the shifts (Regular practice with complex texts and academic language; Reading, writing, & speaking grounded in evidence from texts; Building knowledge through content-rich nonfiction).
2. Increase implementation of collaborative planning as a school wide approach to implement ELA through the IB Units of Inquiry aligned with the standards.
3. Empower ELA champions/cohort teachers to develop as literacy leaders (ex: co-facilitate pd sessions alongside administrators, open classrooms for observation and feedback, coach into literacy practices).
4. Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/ more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction.
5. Utilizing formative assessments in planning of instruction to meet the needs of individual students with collaboration of general education teachers and ELL/ESE teachers.

Person Responsible   Kim Dennison (dennisonk@pcsb.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	School wide math proficiency levels are below state and district averages in 2019.
Measurable Outcome:	The percentage of students achieving math proficiency will increase from 54% to 62%, as measured by FSA. The percentage of students making learning gains will increase from 49% to 54% as well as L25 students from 38% to 54% as measured by FSA. If students were involved in increased opportunities to demonstrate number sense and foundational concepts and skills including problem solving understanding through inquiry and concept based learning, proficiency wil increase by at least 8%.
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 other standards-aligned resources. Support this work through curriculum meetings, PLCs, feedback, and/or the use of classroom video. • Utilize multiple forms of assessment to inform instruction and allow students to represent and share their thinking in multiple ways. Use 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 concepts 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 identify specific needs and drive core and differentiated instruction.

Action Steps to Implement

1.Facilitate mathematics-focused, consistent and sustained professional development through monthly curriculum meetings and PLCs. Empower mathematics teacher leaders to facilitate alongside administrators.
2. Schedule and facilitate ongoing mathematics unit planning sessions by grade level, using district-provided resources and protocol. Utilize prerequisite and differentiated resources, just in time and based on diagnosed need.
3. Utilize multiple forms of assessment to inform instruction and allow students to represent and share their thinking in multiple ways. Use student work to guide analysis of student learning in grade level PLCs and collaboration with ESE and ELL teachers.
4. Continue to attend the Mathematics Teacher Leadership Institute training and expand cohort to include one teacher from each grade level to serve as lead math teacher/trainer to support professional development.

Person Responsible Shannon Brennan (brennans@pcsb.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Science proficiency scores are below the district and state average.
Measurable Outcome:	The percentage of students achieving science proficiency will increase from 46% to 54%, as measured by state science assessment.
Person responsible for monitoring outcome:	Shannon Brennan (brennans@pcsb.org)
Evidence-based Strategy:	Utilize systemic documents to effectively plan for science units that incorporate 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 in alignment to the 1st – 5th 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 Steps to Implement

1. Increase the alignment of science with IB Units of Inquiry through collaborative planning with ELA and content standards.
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 diagnostic assessment of grade 3/4 standards.
3. Increase the integration of content specific vocabulary in grades 1-5 with collaboration between classroom teachers, specialists and related arts teachers.
4. Monitor for consistent effective instruction that promotes student centered with rigor for all science labs grades 1-5.
5. Support and utilize formal and informal assessment strategies that inform instruction. Identify proficiency levels and implement instructional strategies to increase conceptual development of key content.
6. Utilize STEM program to support gaps in standards based content.

Person Responsible	Shannon Brennan (brennans@pcsb.org)

No description entered

Person Responsible	[no one identified]

#4. ESSA Subgroup specifically relating to African-American	
Area of Focus Description and Rationale:	The percentage of African American students in grades 3-5 achieving proficiency in ELA is 39%.
Measurable Outcome:	The Bridging the Gap/African American ESSA goal will increase the percentage of students proficient in ELA 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 and to expand the number of African American students in the talented development and gifted programs. Implement Restorative Practices school wide.
Rationale for Evidence-based Strategy:	Identification of African American students in need of enrichment will increase proficiency in ELA /math. Increasing Restorative Practices school wide will decrease referrals and establish positive relationships with African American students and adults within the campus thus improving culture.

Action Steps to Implement

1. Provide continued professional development in culturally responsive teaching and monitor implementation with classrooms during walk-throughs and observations.
2. Build upon professional development in Restorative Practices including effective implementation of proactive Morning Meetings, restorative circles and restorative justice school wide.
3. Monitor the progress of African American students utilizing all data points from formative and summative assessments and create action plans for students in L25 subgroups.
4. Implement universal screening of first or second grade students to identify students for the gifted and talented programs.

Person Responsible Ana Carlson (carlsonana@pcsb.org)

#5. Other specifically relating to School Climate/Conditions for Learning	
Area of Focus Description and Rationale:	Office discipline referrals for 2019 decreased from 2018-2019 from 117 to 84. Out of school suspensions total 0 while In school suspensions in 2019 totaled 19.
Measurable Outcome:	Office discipline referrals will decrease by 10% from 2019-20 to 2020-21.
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 SEL curriculum supports aligned to the IB Learner Profile including Morning Meetings. Implement PBIS and CRT strategies with aligned protocols to create a positive learning environment.
Rationale for Evidence-based Strategy:	Consistent focus on relationship building with students,staff and families will support the social emotional needs of our community and increase the focus on positive behavior and promoting a focused and positive culture.

Action Steps to Implement

1. Continue school based training on Restorative Practices, PBIS and CRT strategies during preschool and monthly meetings.
2. Conduct morning meetings focused on social emotional skills and strategies aligned with the Learner Profile and Approaches to Learning.
3. Implement Class Dojo as a schoolwide method of parent communication to support positive behavior.
4. Monitor and support staff with the implementation of the school wide behavior plan focusing Core Values and Guidelines for Success.
5. Review teacher and student data biweekly during SBLT meetings to monitor action plans and identify trends for potential problem solving needs.

Person Responsible Michelle Ovalle (ovallem@pcsb.org)

#6. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	As the result of equity-centered problem solving within an MTSS framework,we will develop an equity goal to build relational capacity, empower student voice, and hold high expectations within through Professional Development whole school, grade level targeted sustained PD and the increased the use of equitable practices including equitable grading, culturally relevant teaching, restorative practices, etc.
Measurable Outcome:	To address mindset shift for the adoption of equitable practice, we will participate in whole school equity-centered PD. Our current data illustrates an achievement gap with evidenced by discrepancy in learning gains for African American, SWD and ELL students. The issue may be impacted by strengthening culturally relevant practice through targeted, sustained professional development. We will measure progress by recording the number of PD sessions and the number of teachers who attend PD. We will measure medium-term outcomes by examining changes in teacher practice using a CRT classroom walkthrough tool and report and identify data including the change in rate of observable CRT practices or the number of teachers who consistently practice CRT as observed in classroom walkthrough). We will measure long-term student outcomes by examining walkthrough data with the goal of reducing the achievement gap.
Person responsible for monitoring outcome:	Shannon Brennan (brennans@pcsb.org)
Evidence-based Strategy:	Using the Racial Equity Analysis Protocol (REAP) for the 2020-21 school year to identify equitable practices including equitable grading, culturally relevant teaching, and restorative practices.
Rationale for Evidence-based Strategy:	These strategies and practices were identified using the Racial Equity Analysis Protocol (REAP).

Action Steps to Implement

1. Introduce the Racial Equity Access Protocol with all staff.
2. Attend the UnboundED Summit for Equity and CRT professional development and incorporate components of equity into preschool training in August 2020.
3. Incorporate professional development facilitated by leadership and Equity Champions during monthly staff meetings/PLC for Restorative Practices and CRT and monitor implementation.
4. Examine changes in teacher practice using a CRT classroom walkthrough tool and discuss in SBLT monthly.
5. Grow the capacity of Equity Champions within the building.

Person Responsible	Shannon Brennan (brennans@pcsb.org)

#7. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Average daily attendance impacts student learning in all academic areas. During the 2019-20 school year, average daily attendance was 93.1% with the percentage of student missing 10% or more at 27%.
Measurable Outcome:	Average daily attendance will increase from 93% to 95% and the percentage of student missing 10% or more will decrease by 10% or more in the 2020-21 school year.
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 the students across all tiers on an ongoing basis. Strengthen the implementation of tier 2 interventions to address and support the needs of the students.
Rationale for Evidence-based Strategy:	Strengthening the problem solving process will increase attendance and address concerns more effectively through faster identification and response.

Action Steps to Implement

1. Ensure that accuracy of daily attendance and the recording of correct entry and attendance code.
2. Increase parent communication and contact regarding the importance and impact of student attendance utilizing the Child Study Team.
3. Increase monitoring of students identified as missing 10% or more during the 2019-20 school year and making contact with parents.
4. Implement tier 2 and 3 plans for student specific needs and review barriers and effectiveness biweekly.

Person Responsible   Mary Deoliveira (deoliveiram@pcsb.org)

#8. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	Increased family and community engagement positively impacts both learners and the learning environment within the entire school community.
Measurable Outcome:	Parent and community involvement with school events both site based and virtual will increase by 10% from 2019-20 to 2020-21.
Person responsible for monitoring outcome:	Shannon Brennan (brennans@pcsb.org)
Evidence-based Strategy:	Increased promotion and marketing of virtual and onsite family involvement events by including additional student driven involvement to increase parent attendance.
Rationale for Evidence-based Strategy:	Increasing parent involvement supports student growth by providing families with the knowledge of standards and student grade level expectations.

Action Steps to Implement

1. Increase student involvement in family engagement events through creation of materials aligned with fine arts department and specialists.
2. Increase marketing of events through Class Dojo, school website, School Messenger, school marquee and school newsletter.
3. Family and Community Liaison and SAC Chairperson attend the annual Hooked on Family Engagement Conference and virtual webinars through Title I.
4. Increase timely communication of events with staff and families.

Person Responsible   Kim Dennison (dennisonk@pcsb.org)

#9. Other specifically relating to Healthy Schools	
Area of Focus Description and Rationale:	As evidenced by the Alliance for a Healthier Generation Schools Program, we are current level is approaching bronze. We expect our performance to be bronze by April 2021.
Measurable Outcome:	MHES will achieve Bronze level status by April 2021 as evidenced by the Alliance for a Healthier Generation Schools Program Framework.
Person responsible for monitoring outcome:	Mary Deoliveira (deoliveiram@pcsb.org)
Evidence-based Strategy:	Assemble school based Healthy Schools Team to attend district supported professional development and complete the program assessment. The team will also monitor progress all grade levels and departments.
Rationale for Evidence-based Strategy:	The Healthy Schools Team will provide additional supports to implement an action plan aligned with the school wide Wellness plan.

Action Steps to Implement

1. Assemble Healthy Schools Team
2. Team attends district professional develop and creates plan gaining input from all stakeholders.
3. Team communicates plan and monitors implementation through the year.
4. Team completes Bronze Level National Healthy Schools Award application.

Person Responsible	Mary Deoliveira (deoliveiram@pcsb.org)

#10. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	In 2019, the proficiency level of performance in ELA for Students with Disabilities was 31%, below the state requirement.
Measurable Outcome:	The percentage of Student with Disabilities achieving proficiency will increase from 31% to 41% as measured by FSA.
Person responsible for monitoring outcome:	Shannon Brennan (brennans@pcsb.org)
Evidence-based Strategy:	Collaboratively plan with ESE and classroom teachers for grade level, student-centered complex tasks, deliberately planned with a trajectory of rigor and challenge, utilizing appropriate ESE strategies including: higher level questioning and explicit vocabulary instruction
Rationale for Evidence-based Strategy:	Increased use of inclusion within general education classrooms will provide additional support to Student with Disabilities in meeting the demands of grade level instruction. Collobarative planning within classrooms will support the consistency of content and instruction throughout the day and significantly decrease transition time.

Action Steps to Implement

1. Collaborate to create a schedule that promotes a "push-in" model of learning support (VE Resource Starr and general education teachers).
2. Implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery, focusing on a clustering process to meet student needs.
3. Collaboratively plan with classroom teachers for grade level, student-centered complex tasks, deliberately planned with a trajectory of rigor and challenge, utilizing appropriate ESE strategies including: higher level questioning and explicit vocabulary instruction.
4. Collect and interpret data from Dream Box, Istation, OPM, and MAP to monitor progress with IEP goals and objectives and drive instruction based on student need, including regular and purposeful adjustment to accommodations and interventions.

Person Responsible	Lindsey Iverson (iversonl@pcsb.org)

#11. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	The 2019 level of performance of English Language Learners was 40% according to the Federal Index.
Measurable Outcome:	The percentage of English Language Learners meeting the level of performance will increase from 40% to 46% as measured by the Federal Index.
Person responsible for monitoring outcome:	Shannon Brennan (brennans@pcsb.org)
Evidence-based Strategy:	Each teacher plans and delivers lessons that meet the needs of ELL students based on English language proficiency levels, and length of time in U.S. schools to ensure academic success of each ELL students in their class.
Rationale for Evidence-based Strategy:	Teachers must collaborate and plan lessons that are providing rigorous , on grade level instruction to ELL students while keeping in consideration their English language abilities. If teachers plan lessons aligned with grade level standards and with students' ELPs, the gap will be reduced by at least 6%.

Action Steps to Implement

1. Develop an effective process of monitoring WIDA Can Do Descriptors and Model Performance Indicators (MPIs) are utilized in each classroom with LY students to plan and deliver effective and comprehensible instruction to ELLs at their level of English language proficiency with ongoing student feedback.
2. Provide learning opportunities for teachers and staff on the use of the WIDA Ellevation reports, Can Do Approach and MPIs to support classroom differentiated planning and instruction, based on ELLs' language proficiency levels.
3. Provide regular opportunities for ELL and content teachers to collaborate and co-plan to bridge grade-level work and the integration of language development within content specific instruction.
4. Develop a schoolwide plan to build a positive relationship with ELL families, community, culture and increase involvement. Increase meaningful and ongoing communication with families via the website, newsletter, parent letters, etc. and ensure communication is available in languages spoken by ELLs using LionBridge.
5. Monitor the LF student performance to ensure academic success or provide appropriate supports; monitor implementation of testing accommodations for LF students to ensure consistency schoolwide
6. Monitor fidelity of implementation of the EL Grading Policy schoolwide by following up with individual teachers for each course failure for LY students
7. Create a schedule for the Bilingual Assistant that directly supports standards-based instruction for ELs [provide support and PD and establish clear expectations with accountability]

Person Responsible	Shannon Brennan (brennans@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Student attendance data addressed in the focus of Culture and Environment area

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Continue to develop a culturally responsive environment that values and represents all members of our learning community.
Develop learning communities that promote a positive and safe learning environment ensuring that people understand their roles and relationships to student learning.
Educate all stakeholders on the components and connections of equity within home and school environments.
Develop parent chats and workshops to share school wide resources and tools as well as IB programme requirements and curriculum connections to educate all stakeholders.
Establish relationships with community members and local business partners to support school wide goals.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				$126,657.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	2431 - Mildred Helms Elem. School	Title, I Part A		$31,991.38
			Notes: Hourly teachers (2)			
	5100	612-Library Books for Existing Libraries	2431 - Mildred Helms Elem. School	Title, I Part A		$2,000.00
			Notes: Books for student use/classroom libraries			

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	120-Classroom Teachers	2431 - Mildred Helms Elem. School	Title, I Part A		$2,353.00
			Notes: Professional development stipends			
	6400	130-Other Certified Instructional Personnel	2431 - Mildred Helms Elem. School	Title, I Part A		$71,384.98
			Notes: MTSS Coach			
	6400	612-Library Books for Existing Libraries	2431 - Mildred Helms Elem. School	Title, I Part A		$2,000.00
			Notes: Professional Resource Materials			
	5100	644-Computer Hardware Non-Capitalized	2431 - Mildred Helms Elem. School	Title, I Part A		$11,357.20
			Notes: Connect for Success Laptops			
	5100	510-Supplies	2431 - Mildred Helms Elem. School	Title, I Part A		$2,057.48
			Notes: Classroom Instructional Materials to support literacy			
	6300	130-Other Certified Instructional Personnel	2431 - Mildred Helms Elem. School	Title, I Part A		$564.72
			Notes: Connect for Success Liaison			
	6300	130-Other Certified Instructional Personnel	2431 - Mildred Helms Elem. School	Title, I Part A		$188.24
			Notes: Program Coordination and Collaboration - Title I			
	6300	140-Substitute Teachers	2431 - Mildred Helms Elem. School	School Improvement Funds		$1,760.00
			Notes: Substitutes for planning			
	6400	330-Travel	2431 - Mildred Helms Elem. School	School Improvement Funds		$1,000.00
			Notes: Registrations for conferences/professional development			
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$3,353.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	120-Classroom Teachers	2431 - Mildred Helms Elem. School	Title, I Part A		$2,353.00
			Notes: Professional development stipends for teachers			
	6400	612-Library Books for Existing Libraries	2431 - Mildred Helms Elem. School	Title, I Part A		$1,000.00
			Notes: Professional Resource Materials			
3	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$0.00**
4	**III.A.**	**Areas of Focus: ESSA Subgroup: African-American**				**$0.00**
5	**III.A.**	**Areas of Focus: Other: School Climate/Conditions for Learning**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	6400	612-Library Books for Existing Libraries	2431 - Mildred Helms Elem. School	Title, I Part A		$1,000.00
		Notes: Professional Resource Materials				
6	**III.A.**	**Areas of Focus: Culture & Environment: Equity & Diversity**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	612-Library Books for Existing Libraries	2431 - Mildred Helms Elem. School	Title, I Part A		$1,000.00
		Notes: Professional Resource Materials				
7	**III.A.**	**Areas of Focus: Culture & Environment: Student Attendance**				**$0.00**
8	**III.A.**	**Areas of Focus: Culture & Environment: Parent Involvement**				**$6,750.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	120-Classroom Teachers	2431 - Mildred Helms Elem. School	Title, I Part A		$2,353.00
		Notes: Employee Binders for Parent Workshops/Parent teacher conferences/child care for parent workshops -				
	6150	330-Travel	2431 - Mildred Helms Elem. School	Title, I Part A		$300.00
		Notes: Registration for Parent Involvement Conference				
	6150	510-Supplies	2431 - Mildred Helms Elem. School	Title, I Part A		$3,050.00
		Notes: Instructional Materials for Parent Workshops/ Student Agendas				
	6150	510-Supplies	2431 - Mildred Helms Elem. School	Title, I Part A		$400.00
		Notes: Backpacks for Connect for Success Take Home program				
	6150	510-Supplies	2431 - Mildred Helms Elem. School	Title, I Part A		$647.00
		Notes: Central Printing Services for marketing, compacts, flyers and agendas				
9	**III.A.**	**Areas of Focus: Other: Healthy Schools**				**$0.00**
10	**III.A.**	**Areas of Focus: ESSA Subgroup: Students with Disabilities**				**$0.00**
11	**III.A.**	**Areas of Focus: ESSA Subgroup: English Language Learners**				**$0.00**
					Total:	**$138,760.00**