

Pinellas County Schools

MILDRED HELMS ELEM. SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 6
 - D. Early Warning Systems 7
- II. Needs Assessment/Data Review 10
 - A. ESSA School, District, State Comparison 11
 - B. ESSA School-Level Data Review 12
 - C. ESSA Subgroup Data Review 13
 - D. Accountability Components by Subgroup..... 14
 - E. Grade Level Data Review 17
- III. Planning for Improvement..... 18
- IV. Positive Learning Environment 26
- V. Title I Requirements (optional)..... 29
- VI. ATSI, TSI and CSI Resource Review 33
- VII. Budget to Support Areas of Focus 34

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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 Department 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.

I. School Information

A. 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 scholar will achieve at least a year's growth within the school year.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Shannon Brennan

brennans@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Principal, Instructional Leader, IB Head of School

Leadership Team Member #2

Employee's Name

Michelle Ovalle

ovallem@pcsb.org

Position Title

MTSS Coach

Job Duties and Responsibilities

Leads MTSS/RtI, Supports SBLT and Student Services, ELL Chair, Lead Mentor

Leadership Team Member #3

Employee's Name

Jennifer Kelly

kellyjenn@pcsb.org

Position Title

Magnet Coordinator

Job Duties and Responsibilities

IB PYP Magnet Coordinator

Leadership Team Member #4

Employee's Name

Cheryl Hauburger

Hauburgerc@pcsb.org

Position Title

Family and Community Liaison

Job Duties and Responsibilities

Family and Community Liaison - connecting families and community/business partners with our school

Leadership Team Member #5

Employee's Name

Mary Riser

riserm@pcsb.org

Position Title

Teacher - Grade 1

Job Duties and Responsibilities

Teacher and Team Leader of 1st grade

Leadership Team Member #6

Employee's Name

Jerrie Yuncker

yunckerj@pcsb.org

Position Title

Teacher - Grade 3

Job Duties and Responsibilities

Teacher and team leader of 3rd grade

Leadership Team Member #7

Employee's Name

Katrina Schneider

schneiderk@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal, Instructional Leader, PBIS Coach

Leadership Team Member #8

Employee's Name

Mandy Harmon

harmonma@pcsb.org

Position Title

Teacher - Grade 5

Job Duties and Responsibilities

Teacher and Team Leader for Grade 5

Leadership Team Member #9

Employee's Name

Kristin Enlow

enlowk@pcsb.org

Position Title

Teacher - Grade 4

Job Duties and Responsibilities

Teacher and Team Leader of 4th grade

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team provides opportunities for input from all stakeholders. Staff members meet and discuss schoolwide goals, instructional models for improvement and action steps to support student achievement. Information including schoolwide data is shared with parents and community members at SAC meetings and family events such as Open House to elicit input on the plan. Survey and corresponding data are also used in plan development.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

SIP will be monitored for effectiveness and impact on students through consistent review after assessment cycle data and progress monitoring reviews. If needed, the plan will be revised to support the continuous improvement of all students in all subgroups.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: B 2021-22: B 2020-21: C

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	48	75	73	74	79	84				433
Absent 10% or more school days	0	20	10	18	21	18				87
One or more suspensions	0	0	0	0	2	2				4
Course failure in English Language Arts (ELA)	0	0	0	2	1	1				4
Course failure in Math	0	0	0	0	0	1				1
Level 1 on statewide ELA assessment	0	2	25	29	17	0				73
Level 1 on statewide Math assessment	0	8	16	28	10	11				73
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	1	6	4	1	0				12
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	3	11	16	4	0				34

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	4	11	12	15				45

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	1	1	2	0	0				4
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	2	20	19	27	18	17				103
One or more suspensions						2				2
Course failure in English Language Arts (ELA)				1						1
Course failure in Math				4	2	5				11
Level 1 on statewide ELA assessment				2	10	14				26
Level 1 on statewide Math assessment				2	11	13				26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		1		1	8	8				18

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2			1						3
Students retained two or more times					1	1				2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	67	64	59	62	61	57	50	54	53
Grade 3 ELA Achievement	68	67	59	73	63	58	50	54	53
ELA Learning Gains	60	62	60	57	64	60			
ELA Lowest 25th Percentile	59	59	56	56	62	57			
Math Achievement*	69	69	64	66	66	62	59	61	59
Math Learning Gains	72	67	63	59	68	62			
Math Lowest 25th Percentile	61	56	51	59	58	52			
Science Achievement	68	70	58	66	69	57	59	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	71	67	63	92	65	61	41	64	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	595
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
66%	66%	58%	56%	45%		46%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	50%	No		
English Language Learners	67%	No		
Black/African American Students	53%	No		
Hispanic Students	68%	No		
Multiracial Students	78%	No		
White Students	66%	No		
Economically Disadvantaged Students	64%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	67%	68%	60%	59%	69%	72%	61%	68%					71%
Students With Disabilities	36%		59%		44%	82%		30%					
English Language Learners	56%		56%		69%	81%							71%
Black/African American Students	51%	56%	62%	55%	44%	62%		40%					
Hispanic Students	69%	69%	58%	60%	76%	80%	60%	71%					65%
Multiracial Students	90%		67%		86%	67%							
White Students	66%	66%	60%	60%	70%	71%	50%	69%					82%
Economically Disadvantaged Students	65%	67%	58%	57%	62%	70%	60%	62%					77%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	62%	73%	57%	56%	66%	59%	59%	66%					92%
Students With Disabilities	26%	36%	42%	44%	34%	46%	53%	17%					
English Language Learners	58%		58%		62%	68%							92%
Black/African American Students	53%	50%	70%		56%	57%		77%					
Hispanic Students	68%	82%	58%		63%	61%	50%	73%					88%
Multiracial Students	70%		77%		75%	46%							
White Students	59%	75%	48%	47%	69%	61%	69%	66%					
Economically Disadvantaged Students	62%	75%	58%	57%	61%	56%	62%	58%					94%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	50%	50%			59%			59%					41%
Students With Disabilities	19%	20%			19%								
English Language Learners	27%				27%								70%
Black/African American Students	32%				42%			31%					
Hispanic Students	51%	50%			48%			60%					72%
Multiracial Students	72%				94%								
White Students	53%	49%			63%			69%					
Economically Disadvantaged Students	46%	45%			52%			51%					75%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	66%	65%	1%	57%	9%
ELA	4	66%	62%	4%	56%	10%
ELA	5	58%	61%	-3%	56%	2%
Math	3	65%	68%	-3%	63%	2%
Math	4	74%	68%	6%	62%	12%
Math	5	62%	65%	-3%	57%	5%
Science	5	67%	67%	0%	55%	12%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Math learning gains increased from 59% to 72% due to increased data analysis in PLCs to develop specific interventions for individual standards. We also increased the use of pop up math groups based on formative assessments.

Lowest Performance

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

Students in the ELA L25 subgroup did not make expected gains. Contributing factors were the number of students with significant deficits in fluency and comprehension skills and whose interventions may not have been precisely aligned.

Greatest Decline

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

Third grade ELA proficiency showed a decline from 73% to 68%. Factors that contributed to the decline were a greater percentage of students with disabilities and a greater number of absences within the grade level.

Greatest Gap

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.

When compared with the state, we outperformed the state in ELA, math and science. Trends included increase in 7/8 cells, excluding only 3rd grade ELA.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One of the potential areas of concern are the number of level ones on ELA and Math FAST

Highest Priorities

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

Decrease the number of students scoring a level one on state assessments in ELA and math.

Increase the number of L25 students in achieving learning gains in ELA.

Increase the number of students achieving a learning gain in ELA.

Decrease the number of students with attendance rates below 90%.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA, Math, Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The goal is to ensure core and small group instruction in ELA, math, and science, is designed, implemented and aligned to state standards through research-based practices, inquiry and and student-centered engagements.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase ELA proficiency in grades 3 -5 from 67% to 70% scoring level 3 or above on PM3 FAST state assessment.

Increase math proficiency in grades 3 -5 from 69% to 72% scoring level 3 or above on PM3 FAST state assessment.

Increase science proficiency in grade 5 from 68% to 71% scoring level 3 or above on PM3 state science assessment.

Increase ELA proficiency in grade 3 from 68% to 72% scoring level 3 or above on the PM3 ELA state assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Data analysis will be ongoing but specifically targeting each assessment cycle and adjustments to core instruction and small group will be made as determined by the data. Monitoring through walkthroughs, observations, and evidence of collaborative and strategic lesson planning using the BEST Standards as well as the IB Units of Inquiry.

Person responsible for monitoring outcome

Shannon Brennan, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Explicit and systematic instruction, scaffolded instruction, corrective feedback and differentiated instruction will be monitored through ongoing progress monitoring and data analysis.

Rationale:

Explicit instructional practice in learning new content, skills or concepts through full and clear explanations, teacher modeling and

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Feedback and Data Analysis

Person Monitoring:

Principal, Assistant Principal, MTSS Coach

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

After data analysis, provide support and feedback to teachers focused on explicit, systematic, and sequential approaches to reading and writing instruction including a gradual release of responsibility model of instruction. This will be monitored through implementation and data analysis of formative assessments, end of module and unit assessments as well as progress monitoring cycles 1-3 data.

Action Step #2

Increase instructional practices that include inquiry, content integration and differentiation

Person Monitoring:

Principal, Assistant Principal

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Ensure instructional supports are implemented for all students during core instruction, independent learning as well as intervention and enrichment times. Specially designed instructional supports for students with disabilities as well as English Language Learners will be progress monitored by homeroom teachers, intervention teachers, ESE teachers and the MTSS Coach. Enrichment for gifted and talented learners will be monitored by homeroom and gifted teachers. These supports include access to grade level text and beyond as well as small group instruction based on data. Increased inquiry-based learning, integration of content and concepts through the PYP Units of Inquiry. Walkthroughs will be utilized for monitoring implementation and ensuring these instructional supports are in place. Monitor intervention and progress monitoring data during SBLT meetings to

ensure instruction is meeting student needs.

Action Step #3

Enhancing Collaborative Planning and Data Analysis for content areas

Person Monitoring:
Principal, Assistant Principal

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During collaborative planning within school hours or after-school planning sessions, synthesize the benchmarks, benchmark clarifications, and content limits to fully understand the expected outcomes that carry the full weight of the standards. Use of PLCs for team and individual teacher data analysis of benchmark assessments, formative assessments, and observational data to revise core instruction and interventions throughout the year. Utilize multiple forms of assessment to plan for core and differentiated instruction as well as modifications as needed.

Action Step #4

Science integration, professional learning

Person Monitoring:
Principal, Assistant Principal

By When/Frequency:
Throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers and administrators engage in professional learning aligned to district resources including MAST to support implementation of the science curriculum within the IB Units of Inquiry. Teachers will attend and engage in Science PD and discuss during PLC and collaborative meetings to implement in core instruction and to develop and engage families during a STEM Family Night.

Action Step #5

Making Math Meaningful through learning routines and inquiry-based practices

Person Monitoring:
Principal, Assistant Principal

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Use and connect mathematical representations to meaningful real-life relevant experiences and inquiries. Engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving. Facilitate meaningful mathematical discourse to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments. Pose purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. Build procedural fluency from conceptual understanding with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems. Support productive struggle in learning mathematics. Elicit and use evidence of student thinking. Employ instructional practices and routines that promote student-centered learning (Higher-Order Questioning, Pinellas Problem Solving Routine, Play-Explore-Investigate (PEI) Routine, Number Sense Making Routines, Collaborative structures, High-quality feedback and opportunities to use that feedback).

Action Step #6

Closing the Gender Gap Professional Learning and project implementation

Person Monitoring:

By When/Frequency:

Shannon Brennan

2 times per semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Participate in the Closing the Gap Gender Equity Study and provide professional learning to staff on ways to reduce the gender achievement in ELA. Utilize research based best practices and strategies that narrow the achievement gaps with boys.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Advance thinking through writing about reading across the content areas and grade-levels.

Writing may be the most powerful teaching tool we have. Research tells us that writing, thinking, and reading are indelibly linked. Writing is the key to unlocking the other two. Studies have found that when students at any grade level write about texts they have read and content they have been taught – not just in English, but also in social studies, science, and math – their reading comprehension and learning is enhanced. Writing about reading (and other content) forces students to retrieve it in a way that lodges it in their long-term memories. Cognitive scientists call this retrieval practice. Teaching writing about reading (and other content) can be tantamount to teaching students how to think critically. Having students write about what they are learning can yield greater benefits than favored techniques such as discussion, projects, and group work.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase ELA proficiency in grades 3 -5 from 67% to 70% scoring level 3 or above on PM3 FAST state assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Data analysis will be ongoing but specifically targeting each assessment cycle and adjustments to core instruction and small group will be made as determined by the data. Monitoring through walkthroughs, observations, and evidence of collaborative and strategic lesson planning using the

BEST Standards as well as the IB Units of Inquiry.

Person responsible for monitoring outcome

Principal and Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

*Cognitive Engagement with Content (PCS 5 Essentials) Write to Learn (PCS 5 Essentials) Teach students to use writing for a variety of purposes (Teaching Elementary School Students to Be Effective Writers, IES Practice Guide, Strong Evidence)

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Provide clear, direct, and explicit instruction in writing.

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide clear, direct, and explicit instruction in writing. • Teach sentence-level activities to develop knowledge and analytical abilities while simultaneously enabling students to learn the mechanics of sentence construction. • While students are reading, break the reading into chunks and provide sentence frames and questions for students to respond to while reading as quick comprehension checks. • Anticipate student responses to the questions/stems posed by creating exemplar responses. • Use prompts/sentence stems that encourage students to explain, analyze, compare, and reflect on texts. • Use sentence stems and graphic organizers to scaffold responses across developmental levels. • Improve organizational and study skills by teaching students to paraphrase, take notes, summarize, and make outlines. • Ensure the writing has a purpose/audience by implementing routines for peer discussion based on the writing and by providing students with frequent feedback. • Use writing to monitor student comprehension of material that has been taught, determine your next instructional steps, and provide effective feedback that will move students forward.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Close the achievement gap between African American students and other subgroups.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

No Answer Entered

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

No Answer Entered

Person responsible for monitoring outcome

Principal and Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Utilizing early warning indicators, attendance was determined as a need due to the impact on student performance.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase 2025-26 student attendance rate to 97% as compared to 92% in 2024-25. In 2025-26 school, decrease the number of students absent 10% and 20% or more by 20% as compared the 2024-25 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance data will be monitored by Child Study Team on a biweekly basis. For students with chronic absences, (10% or more) success plans will be created with parents and students to improve daily attendance.

Person responsible for monitoring outcome

Assistant Principal and Social Worker

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Child Study Team will follow district and state guidelines for attendance reporting.

Rationale:

Protocols will be followed to ensure that students are in attendance daily. Referrals will be made to TIPS for students who exceed absence criteria to ensure that parents understand and validate the importance of school attendance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Child Study Attendance Review

Person Monitoring:

Assistant Principal/Social Worker

By When/Frequency:

Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will notify by phone or in person once a student misses 3 or more days. Parents will be notified by the CST team of concerns with phone calls and in writing once the threshold for absences (10%) has been met. Onsite parent meetings with CST members will be held to develop success plans. If further action is needed, a Truancy Intervention Program (TIPS) referral will be completed by the CST team and forwarded to the State Attorney's Office.

Area of Focus #2

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Increase positive culture and climate utilizing a systematic approach to positive reinforcement and recognition of student behavior.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Decrease student referral total of 46 in 2024-25 by 20%. Decrease number of students receiving

multiple referrals (3 or more) by 20%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Positive behavior recognition program will track student progress and correlate with infraction and referral data. Monitoring will be completed with walkthroughs, observations, recognition data, call logs, and infraction and referral data.

Person responsible for monitoring outcome

Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

PBIS schoolwide program implementation utilizes Guidelines for Success and research-based interventions including Restorative Practices.

Rationale:

PBIS is a research-based program that encompasses a positive reinforcement system and appropriate classroom and school-based responses to student behavior.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

PBIS Professional Learning

Person Monitoring:

Assistant Principal

By When/Frequency:

Preschool and monthly updates

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide professional development for all staff members to refresh and reteach PBIS strategies, schoolwide Guidelines for Success and expectations. Professional development will occur during preschool workshops with refreshers held throughout the school year as needed.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

As a Title I School, this information is in the Communication and/or Accessibility sections of the Parent Family and Engagement Plan (PFEP) describing how the SWP was disseminated. The School Improvement Plan will also be shared during our August/September School Advisory Council (SAC) meetings. The district website and Mildred Helms Elementary IB home page provide means of communication as well as:

- State of the Schools
- Newsletters
- Parent Station
- Missed Meeting Notifications (Including Progress Data)

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

MHES strives to maintain strong relationships with all stakeholders including parents, families and community members. This will be accomplished through multiple levels of communication including but not limited to student agendas/communication folders, school event flyers, FOCUS messages, newsletters, marquee and our school website. Parents are able to view student progress through

FOCUS at any time and are invited to participate in family event activities throughout the year. Different modalities of the meeting formats will provide accessibility as well as addressing multiple language needs to ensure that families can maximize on the shared responsibility of their children's learning.

MHES Title I Page - www.pcsb.org/domain/1954

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The academic program of the school is supported by the master schedule to ensure quality time allocations are provided thus ensuring the fidelity to core instruction as well as providing designated time for enrichment and intervention opportunities. The IB Program of Inquiry will be used as a foundation for instruction and support for the development of internationally minded student learning experiences. A gap and root cause analysis are completed within the Comprehensive Action Plan (CAP) and goals and action plans are created to support the direction of the academic programs.

Data analysis is completed within teams during PLCs and individual data chats with MTSS coach and administration. Data is then used within collaborative planning and supported through administration. Lesson planning is completed and aligned to address student learning as evidenced by student data. Professional learning will be embedded in PLCs and school based IB workshops.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The School Improvement Plan is developed in coordination with the Title I Schoolwide Plan and includes all federal, state and local services, resources and programs. Coordination on with federal programs and community partners ensure that wraparound services are leveraged to support families and students. These supports are included in the Comprehensive Action Plan and the PFEP thus providing information concerning the services that support parents helping their child(ren) at home.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

N/A

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

N/A

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

The Multi-Tiered System of Supports (MTSS) model aligns resources in schools for providing high quality instruction and intervention matched to student needs. The MTSS model addresses both academic and behavior needs of students through instruction and interventions developed to meet those needs. The problem solving/response to intervention (PS/RtI) component of MTSS is required in Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004). In an effective Multi-Tiered System of Supports: learning is accelerated to close gaps and prevent new ones; fewer students are at risk over time; decisions about who needs additional support can be made rapidly; rates of intervention success are high; and goals are defined in terms of improved achievement. The school based MTSS coach is used to support the framework by facilitating or modeling the components of MTSS: provide opportunities to practice problem-solving skills; provide collaborative / performance feedback to staff; develop coaching activities based on PD feedback, implementation fidelity; and student outcomes. The MTSS Coach is responsible for assisting in the organizing and implementing of academic and behavior support programs (PBIS, MTSS) at the school. Some of the ways this is achieved: assists teachers with data analysis, supports

with documentation relative to the problem-solving process; assist teachers with involving scholars, parents, and families at all levels of the MTSS process; and participates in monthly training to remain current on techniques and services related to enrichment, intervention, and prevention.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Professional learning occurs throughout the school year and includes onsite workshops for instructional as well as classroom-based support staff to increase their knowledge of content area curriculum, IB concepts, instructional strategies and data analysis. Opportunities to attend district, state and national conferences and workshops are also available to instructional staff.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Title I funds support extending the Voluntary Prekindergarten (VPK) program for four-year olds for an additional three hours, allowing a full day of school programming.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00