

PROJECT/AMENDMENT APPROVAL TRACKING SIGNATURES/DATES

Date Rec'd in DOE: 12/01/17

Fiscal Agent: Pinellas County School Board

Mildred Helms Elementary School

Program/Project Name: Schools of Hope TOP-3

Project Number: 520-90045-8S202

AMD #: Amendment Type:

TAPS Number: 18A127

Intake (7.1-8.2)

Tasks & TAPS entry completed.

Initials/Date:



12/01/17

Program Review (8.3-8.8)

Tasks & TAPS entry completed.

Initials/Date:

Budget Review (8.3)

HOLD

ON ☐

Sue

OFF ☐

Tasks & TAPS entry completed.

Initials/Date:

Generate/Verify DOE 200 (8.9)

Tasks & TAPS entry completed.

Initials/Date:

Certify Accuracy (8.10)

ADMIN.

ON ☐

HOLD

OFF ☐

Tasks & TAPS entry completed.

Initials/Date:

Bureau Chief Approval (9.1-9.2)

Tasks & TAPS entry completed.

Initials/Date:

Notify (10.1-10.3)

Tasks & TAPS entry completed.

Initials/Date:

Notes/Comments:

DOE 101 mispinned

PLEASE NOTE: This form is required to accompany each project.

# FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	<b>A) Program Name:</b>  <p style="text-align: center;"><b>Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)</b></p> <p style="text-align: center;">TAPS NUMBER: 18A085-<sup>127</sup></p>	<b>DOE USE ONLY</b>  Date Received   Project Number (DOE Assigned) 520-90045-85202									
<b>B) Name and Address of Eligible Applicant:</b> <p style="text-align: center;">Pinellas County School Board 301 4th Street SW, Largo, FL 33770</p> <p>Mildred Helms Ele.</p>											
<b>C) Total Funds Requested:</b>  \$ 1,244,000.00 ✓  <hr/> <p style="text-align: center;"><b>DOE USE ONLY</b></p> <b>Total Approved Project:</b>  \$	<b>D) Applicant Contact &amp; Business Information</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> <b>Contact Name</b> Felita D. Grant, Ed D         </td> <td style="width: 40%;"> <b>Telephone Number:</b> </td> </tr> <tr> <td> <b>Fiscal Contact Name</b> Mary Conage, Ed D         </td> <td rowspan="2" style="vertical-align: top;"> <p style="font-size: 1.2em;">Blue Budget</p> <p style="font-size: 1.2em;">101 miss printed</p> </td> </tr> <tr> <td> <b>Mailing Address:</b> 301 4th Street SW, Largo, FL 33         </td> </tr> <tr> <td colspan="2"> <b>Physical/Facility Address:</b>          Mildred Helms Elementary School          561 S Clearwater-Largo Road          Largo, FL 33770       </td> </tr> <tr> <td colspan="2"> <b>0105088844</b>   <b>FEIN number</b> 596000799       </td> </tr> </table>		<b>Contact Name</b> Felita D. Grant, Ed D	<b>Telephone Number:</b>	<b>Fiscal Contact Name</b> Mary Conage, Ed D	<p style="font-size: 1.2em;">Blue Budget</p> <p style="font-size: 1.2em;">101 miss printed</p>	<b>Mailing Address:</b> 301 4th Street SW, Largo, FL 33	<b>Physical/Facility Address:</b> Mildred Helms Elementary School 561 S Clearwater-Largo Road Largo, FL 33770		<b>0105088844</b>  <b>FEIN number</b> 596000799	
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<b>CERTIFICATION</b>  <p>I, <u>Michael A. Grego, Ed D</u>, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application</p>											
<table style="width: 100%;"> <tr> <td style="width: 40%; vertical-align: bottom;"> <b>E)</b> <u>Michael A. Grego</u> Signature of Agency Head         </td> <td style="width: 40%; vertical-align: bottom;"> <u>Superintendent</u> Title         </td> <td style="width: 20%; vertical-align: bottom;"> <u>11/30/17</u> Date         </td> </tr> </table>			<b>E)</b> <u>Michael A. Grego</u> Signature of Agency Head	<u>Superintendent</u> Title	<u>11/30/17</u> Date						
<b>E)</b> <u>Michael A. Grego</u> Signature of Agency Head	<u>Superintendent</u> Title	<u>11/30/17</u> Date									



CLEAR ALL DATA

Enter the Total Grant Award in Cell H1 ----->

\$ 1,244,000.00

Enter School Name Below

Unique School ID

Mildred Helms Elementary School

522431

Function	Object	Description	Cost Per Item
5100	120	Part-time Hourly Teachers to provide extended learning for students before and after school and in the summer	\$ 29.00
5100	210	Retirement benefits for teachers to provide extended learning for students	
5100	220	Social security benefits for teachers to provide extended learning for students	
5100	220	Medicare benefits for teachers to provide extended learning for students	
6110	130	Salary for supplemental Social Worker	
6110	210	Retirement benefits for Social Worker	
6110	220	Social Security benefits for Social Worker	
6110	220	Medicare benefits for Social Worker	
6110	230	Health and Life benefits for Social Worker	
6120	130	Salary for supplemental Guidance Counselor	
6120	210	Retirement benefits for Guidance Counselor	
6120	220	Social security benefits for Guidance counselor	
6120	220	Medicare benefits for Guidance Counselor	
6110	230	Health and life insurance benefits for Guidance Counselor	
6130	130	Salary for supplemental School Nurse	
6130	210	Retirement benefits for School Nurse	
6130	220	Social Security benefits for School Nurse	
6130	220	Medicare benefits for School Nurse	
6130	230	Health and life insurance benefits for School Nurse	
5100	510	Materials and supplies for extended learning programs before and after school and during the summer	
5100	330	Funds for admission fees for students to participate in academic field trips	
5100	360	Funds for vendors/consultants to provide educational programs for students	
6400	120	Stipends for teachers to attend professional development beyond the contracted day	\$ 29.00
6400	210	Retirement benefits for teachers to attend professional development beyond the contracted day	
6400	220	Social security for teachers to attend professional development beyond the contracted day	
6400	220	Medicare for teachers to attend professional development beyond the contracted school day	
6400	310	Funds for consultants to deliver professional development programs for teachers and administrators	
6150	160	Salary for Family and Community Liaison	
6150	210	Retirement benefits for Family and Community Liaison	



6150	220	Social Security benefits for Family and Community Liaison	
6150	220	Medicare benefits for Family and Community Liaison	
6150	230	Health and life insurance benefits for Family and Community Liaison	
6150	510	Resources and supplies for Family Resource Workshops	
6300	120	Stipends for teachers and coaches to work in professional learning communities to review data and write curriculum	\$ 29.00
6300	210	Retirement benefits for teachers and coaches to work in professional learning communities to review data and write curriculum	
6300	220	Social security benefits for teachers and coaches to work in professional learning communities to review data and write curriculum	
6300	220	Medicare benefits for teachers and coaches to work in professional learning communities to review data and write curriculum	
6400	330	Travel expenses for administrators and teachers to attend professional development workshops and conferences (hotel, meals, airfare)	
6400	330	Funds for registration fees for administrators and teachers to attend professional development workshops and conferences	
7800	460	Funds for transportation for field trips and extended learning programs for students.	
5100	510	Funds for instructional materials for classroom use to supplement and enhance curriculum	
5100	510	In-house Printing for supplemental print resources to support instruction	
5100	610	Supplemental books for classroom libraries to provide culturally relevant reading materials for students	
5100	644	Non-capitalized computer hardware to provide desktop and laptop labs for students	\$ 500.00
5100	641	Capitalized Equipment- Laptop Carts	\$ 1,500.00
6400	120	Stipends for instructional coaches and lead teachers to deliver professional development	\$ 29.00
6400	210	Retirement benefits for instructional coaches and lead teachers to deliver professional development	
6400	220	Social Security benefits for instructional coaches and lead teachers to deliver professional development	
6400	220	Medicare benefits for instructional coaches and lead teachers to deliver professional development	
6400	140	Substitutes for teachers to attend professional development during the work day	\$ 90.00
6400	220	Medicare benefits for substitutes	
6150	120	Stipends for teachers to plan and deliver workshops for parents and to participate in the Parent Teacher Home Visit Project	\$ 29.00
6150	210	Retirement benefits for instructional coaches and lead teachers to deliver professional development	
6150	220	Social Security benefits for instructional coaches and lead teachers to deliver professional development	
6150	220	Medicare benefits for instructional coaches and lead teachers to deliver professional development	
5100	691	Capitalized Computer Software-Managebac Program	\$ 10,000.00



Enter Projected # of Students and Teachers Below by Year

Total Budget \$ 1,244,000.00

# of Students	# of Teachers/Classrooms	# of Students	# of Teachers/Classrooms	Remaining	\$
575	39/40	575	39/40		-

CONSOLIDATE YEAR 1-2

YEAR 1		YEAR 2			
Quantity	Total Cost Year 1	Quantity2	Total Cost YR 2	Total Quantity	Total Cost
75	\$ 2,175.00	150	\$ 4,350.00	225	\$ 6,525.00
	\$ 172.00		\$ 345.00	0	\$ 517.00
	\$ 135.00		\$ 270.00	0	\$ 405.00
	\$ 32.00		\$ 63.00	0	\$ 95.00
	\$ 25,131.00	1	\$ 50,262.00	1	\$ 75,393.00
	\$ 1,990.00	1	\$ 3,981.00	1	\$ 5,971.00
	\$ 1,558.00	1	\$ 3,116.00	1	\$ 4,674.00
	\$ 364.00	1	\$ 729.00	1	\$ 1,093.00
	\$ 4,400.00	1	\$ 8,800.00	1	\$ 13,200.00
	\$ 24,000.00	1	\$ 48,000.00	1	\$ 72,000.00
	\$ 1,900.00		\$ 3,801.00	0	\$ 5,701.00
	\$ 1,488.00		\$ 2,976.00	0	\$ 4,464.00
	\$ 348.00		\$ 696.00	0	\$ 1,044.00
	\$ 4,400.00		\$ 8,800.00	0	\$ 13,200.00
	\$ 15,963.00		\$ 31,926.00	0	\$ 47,889.00
	\$ 1,264.00		\$ 2,529.00	0	\$ 3,793.00
	\$ 990.00		\$ 1,979.00	0	\$ 2,969.00
	\$ 232.00		\$ 462.00	0	\$ 694.00
	\$ 4,400.00		\$ 8,800.00	0	\$ 13,200.00
	\$ 25,000.00		\$ 50,000.00	0	\$ 75,000.00
	\$ 5,000.00		\$ 10,000.00	0	\$ 15,000.00
	\$ 7,500.00		\$ 15,000.00	0	\$ 22,500.00
100	\$ 2,900.00	250	\$ 7,250.00	350	\$ 10,150.00
	\$ 230.00		\$ 574.00	0	\$ 804.00
	\$ 180.00		\$ 450.00	0	\$ 630.00
	\$ 42.00		\$ 105.00	0	\$ 147.00
	\$ 100,000.00		\$ 290,654.00	0	\$ 390,654.00
	\$ 8,500.00	1	\$ 17,000.00	1	\$ 25,500.00
	\$ 673.00	1	\$ 1,346.00	1	\$ 2,019.00



	\$	527.00	1	\$	1,054.00	1	\$	1,581.00
	\$	123.00	1	\$	247.00	1	\$	370.00
	\$	4,400.00	1	\$	8,800.00	1	\$	13,200.00
	\$	2,500.00		\$	5,000.00	0	\$	7,500.00
50	\$	1,450.00	100	\$	2,900.00	150	\$	4,350.00
	\$	115.00		\$	230.00	0	\$	345.00
	\$	90.00		\$	180.00	0	\$	270.00
	\$	2.00		\$	42.00	0	\$	44.00
	\$	25,000.00		\$	50,000.00	0	\$	75,000.00
	\$	6,000.00		\$	12,000.00	0	\$	18,000.00
	\$	7,000.00		\$	15,000.00	0	\$	22,000.00
	\$	20,000.00		\$	75,000.00	0	\$	95,000.00
	\$	5,000.00		\$	15,000.00	0	\$	20,000.00
	\$	12,000.00		\$	40,000.00	0	\$	52,000.00
50	\$	25,000.00	100	\$	50,000.00	150	\$	75,000.00
3	\$	4,500.00	6	\$	9,000.00	9	\$	13,500.00
50	\$	1,450.00	150	\$	4,350.00	200	\$	5,800.00
	\$	115.00		\$	345.00	0	\$	460.00
	\$	90.00		\$	270.00	0	\$	360.00
	\$	21.00		\$	63.00	0	\$	84.00
20	\$	1,800.00	50	\$	4,500.00	70	\$	6,300.00
	\$	26.00		\$	65.00	0	\$	91.00
25	\$	725.00	50	\$	1,450.00	75	\$	2,175.00
	\$	57.00		\$	115.00	0	\$	172.00
	\$	45.00		\$	90.00	0	\$	135.00
	\$	11.00		\$	21.00	0	\$	32.00
0.5	\$	5,000.00	1	\$	10,000.00	1.5	\$	15,000.00
	\$	-		\$	-	0	\$	-
	\$	-		\$	-	0	\$	-
	\$	-		\$	-	0	\$	-
	\$	-		\$	-	0	\$	-



[illegible]



[illegible]



[illegible]



[illegible]



\$ 1,244,000.00



COPY AND PASTE FROM BELOW INTO DOE1015

(1)	(2)	(3)	(4)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION
5100	120	Basic (FEFP K-12)--Classroom Teacher	
5100	210	Basic (FEFP K-12)--Retirement	
5100	220	Basic (FEFP K-12)--Federal Insurance Contributions Act (FICA)	
6110	130	Attendance and Social Work--Other Certified	
6110	210	Attendance and Social Work--Retirement	
6110	220	Attendance and Social Work--Federal Insurance Contributions Act (FICA)	
6110	230	Attendance and Social Work--Group Insurance	
6120	130	Guidance Services--Other Certified	
6120	210	Guidance Services--Retirement	
6120	220	Guidance Services--Federal Insurance Contributions Act (FICA)	
6130	130	Health Services--Other Certified	
6130	210	Health Services--Retirement	
6130	220	Health Services--Federal Insurance Contributions Act (FICA)	
6130	230	Health Services--Group Insurance	
5100	510	#N/A	
5100	330	Basic (FEFP K-12)--Travel	
5100	360	Basic (FEFP K-12)--Rentals	
6400	120	Instructional Staff Training Services--Classroom Teacher	
6400	210	Instructional Staff Training Services--Retirement	
6400	220	Instructional Staff Training Services--Federal Insurance Contributions Act (FICA)	
6400	310	Instructional Staff Training Services--Professional and Technical Services	
6150	160	Parental Involvement--Other Support Personnel	
6150	210	Parental Involvement--Retirement	
6150	220	Parental Involvement--Federal Insurance Contributions Act (FICA)	
6150	230	Parental Involvement--Group Insurance	
6150	510	#N/A	
6300	120	Instruction and Curriculum Development Services--Classroom Teacher	
6300	210	Instruction and Curriculum Development Services--Retirement	
6300	220	Instruction and Curriculum Development Services--Federal Insurance Contributions Act (FICA)	



[illegible]





Competitive Application for Whole-School  
Transformation Model (Mildred Helms Elementary) –  
TOP 3  
Pinellas County Public Schools

*This form satisfies the requirements of Form TOP-3 in conjunction with Form TOP-2 (first-time DMT). Only districts seeking funding under the Schools of Hope program for traditional public schools should apply. This application is due August 15, 2017.*



## [Mildred Helms Elementary School – School Number 2431]

## WRAP-AROUND SERVICES THROUGH DISTRICT-MANAGED TURNAROUND

## Part I: Needs Assessment

**Item 1:** Description of the needs assessment methodology and summary of the results to develop the whole-school transformation plan. Also, describe who participated in the formulation of this plan.

**METHODOLOGY**

The formulation of a whole-school transformation plan for Mildred Helms Elementary began with a comprehensive resource and gap analysis. Components of the five-step needs assessment methodology are described below.

1. Review of Areas of Assurance- The needs assessment process commenced with a review of the six areas of assurance outlined in the Schools of Hope program application by the Associate Superintendent, Student and Community Support Services; Associate Superintendent, Teaching and Learning; Director, Special Projects; Director, Title I; and Title I Specialist. Each area of assurance was examined through the lens of the District Strategic Plan and Bridging the Gap Plan, which provide a framework for academic excellence and closing of achievement gaps through evidence-based, equitable educational practices. The guiding question for this review was, *“What is the district’s capacity and commitment to support the implementation of a whole-school transformation model?”*
2. Review and Analysis of Pertinent School Data- After making a determination of district capacity and commitment for implementation of a whole-school transformation model, a critical review and analysis of pertinent school data was conducted by the Executive Director, Elementary Education; Executive Director, Assessment, Accountability and Research; School Principal; Director, Title I; Title I Specialist; and Senior Evaluator, Title I. Both qualitative and quantitative measures were examined, with the goal of creating a comprehensive school profile. The guiding question for this review was, *“What are the current school conditions related to teaching, learning, and achievement?”*
3. Resource Analysis and Asset Mapping- Subsequent to the review and analysis of pertinent school data, the existing assets and resources at Mildred Helms Elementary were identified by the Assistant Superintendent, Human Resources; Executive Director, Elementary Education; School Principal; Director, Human Resources; Director, School Transformation; Director, Strategic Partnerships; Director, Title I; Title I Specialist; and Director, Special Projects. This process was informed by goals, strategies, and resources outlined in the School Improvement Plan (SIP), Title I Schoolwide Plan, and Turnaround Option (TOP-2) Plan. The guiding questions for this strategic analysis were, *“What is the school’s current capacity to effectively implement a whole-school transformation model? What supports are already in place?”*



4. Gap Analysis- Armed with information about existing assets at the school, an objective analysis was made to identify remaining gaps in resources and supports. This analysis was conducted by the Associate Superintendent, School and Community Services; Area Superintendent; Executive Director, Elementary Education; School Principal; Director, Human Resources; Director, School Transformation; Director, Strategic Partnerships; Director, Title I; Title I Specialist; and Director, Special Projects. Consideration was given to current federal, state, and local resources. The guiding questions for this analysis were, *“What needs have not been adequately addressed by existing resources? How will additional resources address remaining gaps or augment existing supports to maximize the return on investment, without duplicating efforts?”*
5. Identification of High Yield Practices and Programs- The final step in the needs assessment process was the identification of evidence-based, high yield practices and programs to address remaining gaps or enhance and extend existing resources. The Area Superintendent; Executive Director, Elementary Education; School Principal; Director, Title I; and Title I Specialist coordinated efforts on this task. The guiding question was, *“What practices and programs are needed to maximize our capacity to effectively implement a whole-school transformation model, based on this needs assessment?”*

### SUMMARY OF RESULTS

The needs assessment process described above yielded the following findings:

**Finding 1: The Pinellas County School District possesses ample capacity and commitment to support effective implementation of a whole-school transformation model at Mildred Helms Elementary, based on evidence of the five essentials for school success (Florida Department of Education, 2015). Each of these components is linked to substantial and sustainable school improvement (University of Chicago, 2015).**

Effective Leadership: The Pinellas County School District recruits, develops, and retains highly effective school leaders by providing multiple, differentiated, and timely supports to build instructional leadership for highest student achievement. This includes guidance for strategic, efficient utilization of available human and fiscal resources. Some existing strategies and supports are:

- Executive Directors and content specialists from the Teaching and Learning team conduct Instructional Support Model (ISM) visits at schools and provide specific, actionable feedback to school leaders.
- The Director of School Transformation provides daily support for principals to create and sustain optimal conditions for learning at schools identified for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).
- District partnerships with the Southern Regional Education Board and National Institute for School Leadership allows practicing and aspiring school leaders to strengthen knowledge and skill through participation in Turnaround Leaders and Executive Development programs.
- Area Superintendents engage in quarterly data chats with school leaders and provide ongoing, job-embedded coaching in critical competencies for leadership and school operations.
- An AdvancED® survey is administered districtwide to administrators, teachers, students, and parents, and results are utilized for strategic planning and data-driven decision making.



### Turnaround Option Plan –3

Collaborative Teaching: The Pinellas County School District provides structures and resources to support teacher collaboration for professional growth. The role of teacher leadership is acknowledged and celebrated as integral to authentic and sustained school improvement. Some existing strategies and supports are:

- Teachers participate in weekly Professional Learning Communities (PLCs) where they share instructional strategies, review and discuss samples of student work, analyze formative assessment data, and receive pedagogical support from instructional coaches.
- Teachers participate in facilitated observations of effective instructional strategies, with processes for reflection and planning.
- Job-embedded instructional coaches provide side-by-side support and guidance for teachers during daily instruction.
- An Elevating and Celebrating Effective Teachers and Teaching (ECET2) program is implemented to foster teacher leadership and advocacy.

Ambitious Instruction: The Pinellas County School District supports rigorous, standards-based, culturally responsive instruction in all classrooms, as well as enrichment and extension of learning beyond the classroom. Instruction is thoughtfully planned to foster the 21<sup>st</sup> century skills of critical thinking, effective communication, authentic collaboration, and creative approaches to problem solving for all students. Some existing strategies and supports are:

- High-quality, research-based instructional materials and resources are provided for teachers to support rigorous, standards-based instruction that engages all learners.
- Curriculum guides are utilized to facilitate effective lesson planning and appropriate pacing of instructional units.
- An extended instructional day provides increased learning time throughout the week, and a technology-based Beyond the Classroom initiative supports continued student learning over weekends and holidays.
- The NWEA MAP assessment is administered in reading, mathematics, and science to provide timely, reliable data for measuring student progress and guiding instruction.

Safe and Supportive Environment: The Pinellas County School District facilitates the development and preservation of learning conditions that are most conducive to student learning. Supplemental instructional and student services resources are strategically allocated to remove barriers and provide differentiated supports, based on students' needs. Some existing strategies and supports are:

- School teams receive training and ongoing support for effective implementation of Positive Behavioral Interventions and Supports (PBIS) and Multi-tiered Systems of Support (MTSS).
- Schools teams receive training and support for implementation of restorative practices, as well as guidance for analysis of discipline disparities and action planning.
- Supplemental instructional and student services personnel (paraprofessionals, psychologists, and social workers) are assigned to provide a network of supports to meet academic and social-emotional needs of students.
- Extended learning programs are provided to ensure students receive timely, effective intervention and enrichment during the school year and to mitigate learning loss during the summer.

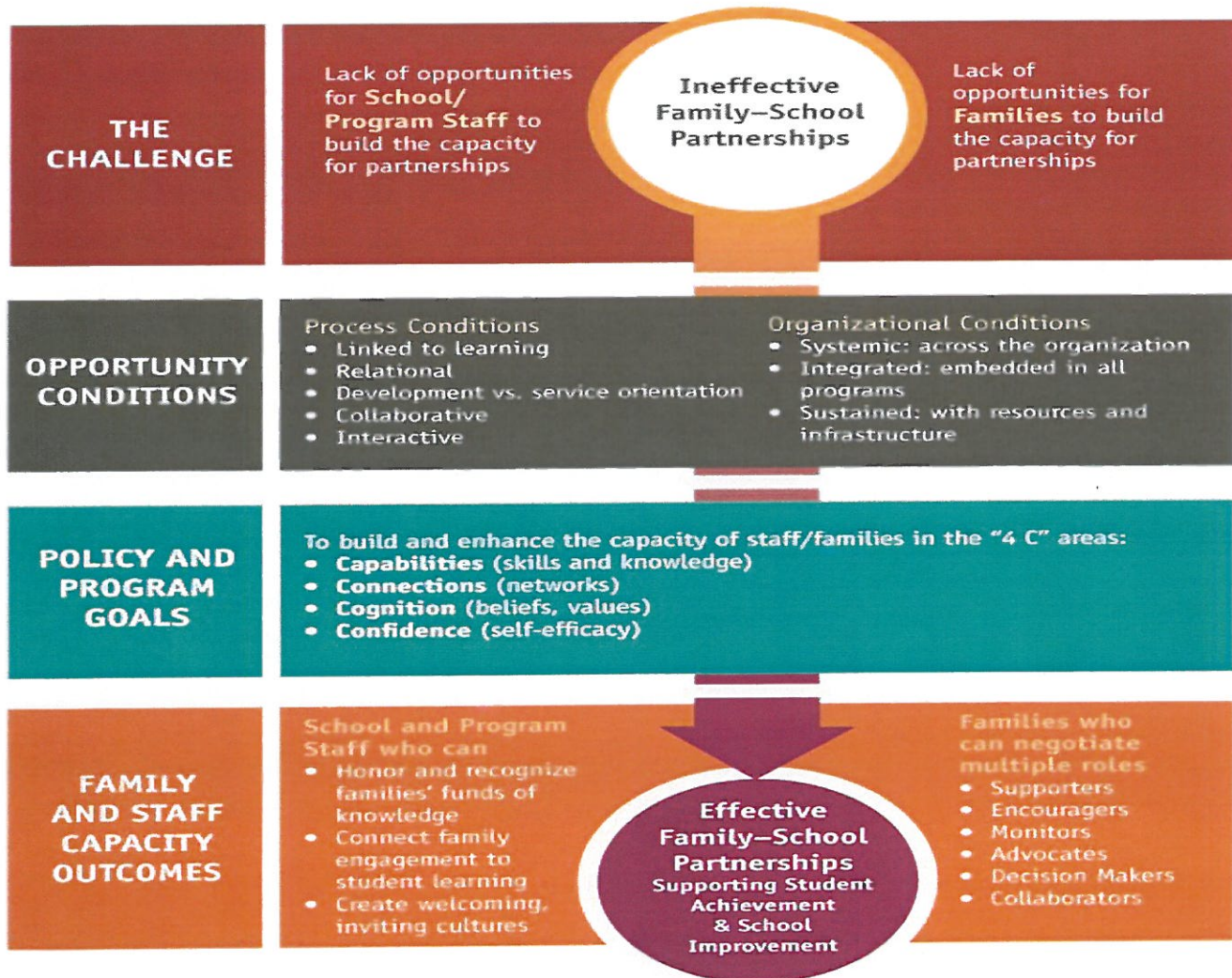


## Turnaround Option Plan –3

**Family and Community Engagement:** The Pinellas County School District advocates authentic engagement of families and the community as allies in educating all students. We recognize that our family, business, and community partners possess unique experiences, perspectives, and funds of knowledge that are essential to improving learning outcomes for all students and closing achievement gaps. Some existing strategies and supports are:

- The Dual Capacity-Building Framework for Family-School Partnerships (SEDL, 2013), based on the work of Dr. Karen Mapp of Harvard University, provides a research and evidence-based foundation for family and community engagement.
- Workshops with an explicit link to learning are offered for families throughout the school year, and surveys are administered to inform continuous improvement of offerings.
- District leaders and school principals meet annually with the Community Assessment Team to review school performance data, celebrate successes, examine root causes for academic underperformance, brainstorm solutions, and identify needed supports.
- The Superintendent facilitates multiple family and community forums throughout the district. Written feedback received during these transparent and collaborative sessions is utilized to identify and implement relevant strategies and supports, particularly those that will lead to closing of achievement gaps.

### The Dual Capacity-Building Framework for Family–School Partnerships





**Finding 2: Current data reveal areas of strength that may be leveraged for continued improvement in conditions for teaching, learning and achievement at Mildred Helms Elementary. Current data also suggest areas for growth and improvement. Identified strengths and opportunities are discussed below.**

### Areas of Strength

1. Compared to fourteen of its peer elementary schools, Mildred Helms had the fourth highest percentage of students demonstrating proficiency in English/Language Arts (ELA) and, along with Belleair Elementary, had the second highest percentage of students demonstrating proficiency in mathematics on the Spring 2017 Florida Standards Assessment (FSA).
2. Improvements in students' academic performance from the prior year can be noted, particularly a 20-point increase in 3<sup>rd</sup> grade ELA proficiency and a 23-point increase in 3<sup>rd</sup> grade mathematics proficiency. These increases could suggest that foundational skills are being systematically strengthened in primary grades.

Elementary Schools / 2016-17 Results												
Elementary Peer Schools	ELA	ELA Gains	L25 Gains	Math	Math Gains	L25 Gains	Science	TOTAL	%			
CAMPBELL PARK ELEM	18	45	72	32	58	55	23	303	43	99	C	F
GULFPORT ELEM	34	45	51	39	51	54	28	302	43	100	C	D
MELROSE ELEM	22	49	55	33	61	73	9	302	43	100	C	F
WALSINGHAM ELEM	44	49	29	57	50	33	38	300	43	99	C	C
KINGS HIGHWAY ELEM	43	45	29	50	58	29	42	296	42	100	C	C
LEALMAN AVENUE ELEM	31	42	47	43	49	36	46	294	42	100	C	C
NORTH SHORE ELEM	51	52	13	51	48	17	60	292	42	100	C	C
BELLEAIR ELEM	32	34	29	54	51	41	50	291	42	100	C	B
PONCE DE LEON ELEM	33	40	33	47	55	39	39	286	41	100	C	C
MAXIMO ELEM	29	39	59	36	49	42	29	283	40	100	D	C
MILDRED HELMS ELEM	42	37	37	54	47	19	35	271	39	95	D	D
LAKEWOOD ELEM	22	28	37	30	48	47	22	234	33	100	D	D
SANDY LANE ELEM	28	44	48	34	34	24	20	232	33	100	D	C
JOHN M. SEXTON ELEM	40	35	18	44	39	20	33	229	33	100	D	C
FAIRMOUNT PARK ELEM	19	36	36	29	36	35	9	200	29	100	F	D
AVG.		41.3	39.5	AVG.	48.9	37.6	32.2	School Grading Scale				



### Turnaround Option Plan –3

Sch Num	School Name	Percentage of Proficient Students (Achievement Level 3+)																											
		FSA ELA												FSA Math												NGSSS Science			
		2015 3rd ELA	2016 3rd ELA	2017 3rd ELA	Trend 2016 - 2017	2015 4th ELA	2016 4th ELA	2017 4th ELA	Trend 2016 - 2017	2015 5th ELA	2016 5th ELA	2017 5th ELA	Trend 2016 - 2017	2015 3rd Math	2016 3rd Math	2017 3rd Math	Trend 2016 - 2017	2015 4th Math	2016 4th Math	2017 4th Math	Trend 2016 - 2017	2015 5th Math	2016 5th Math	2017 5th Math	Trend 2016 - 2017	2015 5th Science	2016 5th Science	2017 5th Science	Trend 2016 - 2017
0000	STATE	53	54	58	↑4	54	52	56	↑4	52	52	53	↑1	58	61	62	↑1	59	59	64	↑5	55	55	57	↑2	53	51	51	→0
52	DISTRICT	52	53	56	↑3	51	51	54	↑3	50	51	50	↓1	58	60	60	→0	59	61	66	↑5	57	57	58	↑1	54	55	53	↓2
2431	Mildred Helms Elementary	47	36	56	↑20	39	33	36	↑3	39	32	29	↓3	40	40	63	↑23	42	39	53	↑14	45	39	37	↓2	43	45	34	↓11

3. The number of out-of-school suspensions at Mildred Helms has consistently declined from 2015 to 2017. During this time period, out-of-school suspensions decreased by 85.7%, indicating that school climate, culture and positive behavior are on a positive trajectory.

Total OSS / Out of School Suspensions			
	2015	2016	2017
	Total	Total	Total
Mildred Helms Elementary	28	22	4

4. Staff survey results at Mildred Helms indicate that some perceived strengths are the ability of school leaders to hold students to high academic standards and hold all staff members accountable for student learning. An additional perceived school strength was the quality of staff and their ability to support student learning.
5. Parent survey results at Mildred Helms indicate some perceived strengths as students' knowledge of expectations for learning in all classes, student access to technology for enhanced learning, and the quality of the facilities for student learning.
6. Student survey results at the school indicate some perceived strengths are teachers' consistency in setting high expectations for student work, ready access to technology tools, and strong preparation for students to successfully transition to the next grade.



### Opportunities for Growth and Improvement

1. The percentage of 5<sup>th</sup> grade students scoring at proficient and advanced levels decreased in ELA, mathematics, and science.
2. The percentage of students demonstrating proficiency, as well as the percentage of students making learning gains, is less than 50% across most grade levels and subjects. In mathematics, only 19% of students performing in the lowest 25% (L25s) showed learning gains.
3. Parent survey results indicate a perceived need for improvement in areas of individualizing instruction to meet students' needs, provision of student support services, and availability of opportunities for students to participate in activities that interest them.
4. Staff survey results indicate a perceived need for improvement in fostering and sustaining an innovative and collaborative culture and effectively engaging with all stakeholders about the school's purpose and direction. As with the parent survey, results from the staff survey also indicate a need for improvement with the provision of high quality student support services, such as counseling, referrals for community resources and services, and educational planning.
5. Student survey results indicate a perceived need for improvement in fostering positive relationships, including students treating adults with respect, teachers inviting families to school activities, and principal and teachers getting to know students' interests.

### **Finding 3: Mildred Helms Elementary is well positioned to successfully implement a whole-school transformation model. The school currently provides various supports by leveraging federal, state, and local funds.**

As a Title I school, Mildred Helms receives supplemental funding to implement strategies for improving academic achievement, aligned to the Ten Required Components of a Title I Schoolwide Plan. These include the following:

- Strengthening the core academic program by assigning paraprofessionals and other instructional support personnel to provide timely, additional assistance for students and utilization of supplemental, research-based instructional materials
- Increasing the amount and quality of learning time through the 90-minute Promise Time after school tutoring program, the Connect for Success laptop initiative, Saturday Academies, and the 6-week Summer Bridge program
- Providing high quality and ongoing professional development for teachers through embedded coaching, professional workshops, and conferences
- Recruiting and retaining highly effective teachers through recruitment and retention pay incentives
- Implementing strategies to increase parental involvement, such as parent workshops, student-led conferences, and student showcases
- Assisting preschool children in transitioning from early childhood programs by providing kindergarten readiness workshops



**Finding 4: While current federal, state, and local resources at Mildred Helms are being strategically leveraged toward meeting identified school improvement goals, there are remaining gaps to be addressed in order for the school to effectively implement a whole-school turnaround plan.**

The asset mapping process provided critical insight into how well existing resources are aligned to support achievement of specific SIP goals. Through this process, the following unmet or under met needs emerged as priorities to be addressed through the Schools of Hope Grant:

- Providing equitable access and support for all students to meet proficient and advanced levels of student achievement
- Implementing strategies for meeting the needs of historically underserved populations
- Addressing students' differentiated academic and social-emotional learning needs
- Enacting measures to include teachers in the decisions regarding the use of academic assessments

**Finding 5: Beyond specific programs, it is the adoption and consistent implementation of strategic, evidence-based practices that will maximize effectiveness of a whole-school transformation plan. As indicated in Finding 3, some effective practices and strategies are currently being implemented at Mildred Helms Elementary. As indicated in Finding #4, other practices and strategies would need to be initiated.**

Based on findings of this needs assessment, Schools of Hope Grant funds would be maximized by:

1. Allocating resources to fill gaps in services and supports and to accelerate improvement in student learning and achievement.
2. Augmenting and enhancing existing evidence-based supports that are closely linked to improvements in student learning and achievement.
3. Building capacity for sustained school transformation by studying, documenting, and replicating high-yield practices and programs.

## **FORMULATION OF THE WHOLE-SCHOOL TRANSFORMATION PLAN**

The formulation of this whole-school transformation plan is the fruit of strategic collaboration between the following stakeholders, who have a vested interest in the success of this program:

Shannon Brennan, Principal, Mildred Helms Elementary  
Michael Grego, Ed.D., Superintendent  
William Corbett, Ed.D., Deputy Superintendent  
Lori Matway, Associate Superintendent, Student and Community Support Services  
Kevin Hendrick, Associate Superintendent, Teaching and Learning Services  
Barbara Hires, Ed.D., Area Superintendent  
Shana Rafalski, Ed.D., Executive Director, Elementary Education  
Dan Evans, Ed.D., Executive Director, Assessment, Accountability, and Research  
Felita Grant, Ed.D., Director, Title I  
Tzeporaw Sahadeo, Director, School Transformation  
Valerie Brimm, Ed.D., Director, Strategic Partnerships  
Carol Norton, Director, Human Resources  
Isabella Torbert, Title I Program Specialist  
Mary R. Conage, Ed.D., Director, Special Projects  
Samuel Whitten, Senior Evaluator, Title I  
Paula Texel, Assistant Superintendent, Human Resources



## Turnaround Option Plan –3

**Item 2:** Explain how the school is going to leverage community assets, improve school and community collaboration, and develop family and community partnerships.

**Mildred Helms will leverage community assets through coordinated, strategic partnerships. The school will collaborate with families, faith-based groups, local businesses, and civic organizations to provide resources and services that are aligned to a shared mission for student success.**

Grace Christian Fellowship will provide mentors, tutors, and Pack-a-Sack meals for students. Keller Williams Gulfside Realty will provide funds for school supplies, snacks and drinks for field day, and incentives and recognitions for students to promote school attendance. The Town of Belleair will provide donations for students' school supplies and supports for an annual program that provides meals for families in need during Thanksgiving and winter holidays. The school will also apply for gift cards for parents to purchase food through a program sponsored by the local Publix Supermarket. A part-time Family and Community Liaison position provided by the school district will continue to assist with volunteer programs and community partnerships.

Based on the comprehensive needs assessment, a portion of Schools of Hope Grant funds will be allocated to supplement the existing part-time Family and Community Liaison position with an additional, full-time Family and Community Liaison. This position would be dedicated to working within the school community and the City of Largo to expand and enhance community and business partnership opportunities. The goal is to establish additional, readily accessible resources for families such as food, clothing, and school supplies, as well as mental health, medical, and social services. A critical role for this position will be to build capacity and connections for sustainability of coordinated services beyond the Schools of Hope Grant funding period.

## Part II: Implementation Plan

### A. Areas of Assurance for Whole-School Transformation Plan

Below are the six key areas of assurance selected by the district based upon the school's needs assessment to implement a whole-school transformation model.

The school will:

1. Provide wrap-around services that develop family and community partnerships
2. Increase parental involvement and engagement in the child's education
3. Establish clearly defined and measurable high academic and character standards
4. Identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

The school district will:

6. Identify, recruit, retain, and reward instructional personnel.



**Item 3:** Explain the strategies the school will implement to provide wrap-around services that develop family and community partnerships.

**Mildred Helms will develop family and community partnerships by providing wrap-around services to address the academic, physical, mental, and social-emotional needs of students.**

Strategy 1: Provide quality before- and after- school programs to support academic needs of students in a safe environment.

The City of Largo will provide dependable child care, at no cost to participating families. The Pinellas County School District will provide group tutoring and access to the online iReady® curriculum for reading and mathematics. The Juvenile Welfare Board will provide supplemental funding for enrichment overlays and interest-based club activities, as well as contracts for tutors. ***This strategy will be monitored monthly by the school-based leadership team (SBLT), which is comprised of the school principal and assistant principal, guidance counselor, psychologist, social worker and other student services personnel, instructional coaches, and teacher leaders. Additional monitoring will be conducted daily by the site-based Promise Time coordinator.***

Strategy 2: Ensure students and families have access to healthy meals and other resources during out-of-school time.

The Family and Community Liaison will coordinate with student services personnel to provide parent workshops on health and nutrition, accessing community resources, student advocacy, mental health awareness, and other issues related to student educational needs. Teachers and administrators will identify and/or refer families in need. Grace Christian Fellowship and the Town of Belleair will provide meals on weekends and during school holidays for students and families in need. ***This strategy will be monitored weekly by the Family and Community Liaison and monthly by the SBLT.***

Strategy 3: Expand and enhance student support services.

The principal will hire a full-time nurse, a social worker, and an additional guidance counselor. The supplemental student services personnel will support development and implementation of academic/behavior plans, facilitate implementation of strategies to increase attendance, guide students to build their sense of efficacy, self-regulation, and resilience, conduct evaluations and reevaluations for consideration of Exceptional Student Education services, serve as home-school liaisons who refer families for available community resources, and participate on School Based Leadership and Child Study Teams. ***This strategy will be monitored weekly by the SBLT.***

Resources, Impact, and Sustainability

A portion of Schools of Hope Grant funds will be allocated to provide a full-time nurse and social worker and an additional guidance counselor. Anticipated outcomes of implementing these strategies are:

- an increased percentage of students demonstrating proficiency and learning gains on the FSA
- an increase in positive perceptions about availability of student support services on the staff and parent AdvancED® surveys
- an increase in positive perceptions about engagement of stakeholders around the school's purpose and direction



A critical role of the supplemental student services personnel will be to build capacity and connections for sustainability of coordinated services beyond the Schools of Hope Grant funding period.

**Item 4:** Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

**School leaders and staff will receive sustained training and support in the Dual Capacity Framework for Family Partnerships (Mapp, 2014). This framework is designed to serve as a compass, laying out the goals and conditions necessary for effective family engagement through activities that are linked to student learning and achievement.**

Strategy 1: Develop and deliver parental engagement activities that are aligned to the Dual Capacity-Building Framework for Engaging Families.

The school's family engagement team will review activities to ensure they are linked to learning. The family engagement team will also assist teachers with identifying flexible times and locations to offer parental involvement activities. At the completion of parental involvement activities, a systematic process will be implemented to confirm that parents/families have acquired knowledge and skills to support their children's learning. ***This strategy will be monitored by the principal and the school's family engagement team after each parental involvement activity.***

Strategy 2: Provide training for staff to implement the Parent Teacher Home Visit Project.

This evidence-based project, which is aligned to the Dual Capacity Framework, provides tools and support for taking parental involvement beyond the walls of the school to really gain insight and perspective into students' everyday experiences at home. Training content includes step-by-step skill building and practice in strategies for engaging families, overcoming barriers (money, time, and fear), making cultural and cross-cultural connections, and applying knowledge of students to inform planning and instruction. The family engagement team will coordinate training for staff, and teachers will begin conducting home visits in pairs during spring semester. Participating teachers will provide feedback on benefits of and suggestions for the project. ***This strategy will be monitored by the Family and Community Liaison and family engagement team, as home visits take place.***

Resources, Impact, and Sustainability

A portion of Schools of Hope Grant funds will be allocated to provide stipends for teachers to plan and lead family workshops, conduct home visits, and facilitate student-led conferences throughout the year. Anticipated outcomes of implementing these strategies are:

- an increased percentage of students demonstrating proficiency and learning gains on the FSA
- an increase in positive perceptions about families being invited to participate in school activities on the AdvancED® student survey
- an increase in positive perceptions about teachers and the principal getting to know students and their interests on the AdvancED® student survey

Title I and Title II funds are also used to provide stipends to teachers participating in professional development beyond the contracted school day and year, so this strategy can be sustained beyond the grant funding period.



**Item 5:** Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

**High academic and character standards will be established and fostered through implementation of strategies for rigorous, standards-based, culturally responsive core instruction; academic enrichment; timely, effective intervention; additional learning time; and explicit character education.**

Strategy 1: Provide rigorous, standards-based, culturally responsive core instruction

Teachers and school leaders at Mildred Helms will work to ensure that every student masters the Florida Standards each year. This mastery level expectation includes supports to develop background knowledge for students who do not encounter the standards with the same level of background knowledge or experiences. In primary and intermediate grades, students will learn through Units of Inquiry and curriculum designed by teachers, supported by job-embedded instructional coaches. These units will be designed based on the **Marzano instructional framework**, and will provide explicit opportunities for differentiated scaffolding, selection of materials, and increased rigor based on students' needs. Mildred Helms Elementary is currently engaged in the International Baccalaureate (IB) authorization process, which includes an intensive focus on development of a cross-curricular Programme of Inquiry (POI).

Reading proficiency will be continually monitored using NWEA MAP, Istation and Running Records, and instruction will be adapted to accelerate or enrich students, based on progress monitoring measures. Mathematics instruction will be delivered using the Eureka Math® program as a core resource. Teaching mathematics as a “story,” this program builds students’ knowledge logically to help them achieve a deeper understanding. Math proficiency will be monitored using NWEA MAP and students will use ST Math®, a visual instructional program that builds a deep conceptual understanding of mathematics through rigorous learning and creative problem solving.

Culturally rich supplemental materials will be provided for Mildred Helms through district funds and referendum funds.

School staff will apply knowledge of culturally responsive instruction in three key areas:

1. The Classroom Environment- Teachers will engage in thoughtful, intentional planning to ensure the learning environment is characterized by clear learning targets, a knowledge-rich, culturally relevant curriculum materials, and student-centered teaching and learning.
2. Components of Learning- Teachers will design and implement instruction in a manner that allows students to gather, process, store and retrieve academic content through lessons designed to tap into students’ semantic, episodic, procedural, and reflexive memory.
3. Engaging Culturally Diverse Learners- Teachers will incorporate the 6 M’s of Culturally Responsive Instruction (Conage, 2014) into lesson planning and daily instruction. Lesson plans and pedagogical practice will be characterized by an intentional focus on:
  - Meaning- Scaffolding learning by making relevant connections between students’ lived experiences, interests, cultural assets, and/or funds of knowledge.
  - Models – Using explicit methods and concrete examples as a bridge to help move students from what they already know and can do towards meeting the identified standards for proficiency and performance.



### Turnaround Option Plan –3

- Monitoring with feedback – Using strategies and structures to assess understanding, provide useful, timely feedback, and celebrate student’s progress towards identified standards.
- Mouth – Using strategies and structures to help students with processing content through recitation, dialogue, discussion, or debate.
- Movement – Using strategies and structures to help students with processing content through active engagement.
- Music - Using strategies and structures to help students with process content through rhythm and song.

***This strategy will be monitored daily by the principal, assistant principal, and instructional staff developers.***

#### Strategy 2: Provide academic enrichment and extension.

Support for academic enrichment, intervention, and acceleration at Mildred Helms will include implementing an additional 30 minutes of instruction for reading intervention, implementing the IB Programme of Inquiry, and implementation of the Leveled Literacy Intervention (LLI) program with identified students using hourly teachers and/or paraprofessional support. Additional enrichment and intervention will be provided through the Promise Time extended learning program and through the Connect for Success take-home laptop initiative. Out-of-school learning time will be further extended by providing student access to myOn®, an award-winning personalized literacy environment that incorporates a state-of-the art learning platform and enhanced digital reading content. The myOn® program generates individualized, interest-based recommendations within all learners’ target Lexile® ranges, so they can successfully engage with just-right texts. Additionally, the research-based Tune Into Reading (TiR) program will be implemented with identified students. TiR is a computer-based program that improves reading skills by tapping into the power of music to enhance learning. Students’ natural assets and interests are leveraged as they are engaged in practicing essential reading skills. ***This strategy will be monitored weekly by the SBLT.***

#### Strategy 3: Provide timely, effective intervention for students not meeting standards.

Supplemental instructional personnel will serve as “teaching partners” to support increased learning and improved engagement in classrooms during daily instruction. MTSS coaches will provide daily assistance to teachers for analyzing and utilizing data to determine and develop effective of interventions. This professional development will focus on increasing teachers’ ability and expertise in delivering the IB program, utilizing a curriculum frameworks that connect program components and classroom practice, understanding IB program assessments, and building knowledge of standards. Expected outcomes are an increase in the percentage of students demonstrating proficiency in reading and mathematics, and an increase in the percentage of students showing learning gains. ***This strategy will be monitored weekly by the SBLT.***

#### Strategy 4: Provide resources and supports for character education.

Character standards are embedded within the PYP/IB framework. Mildred Helms will utilize the IB Learner Profile to focus on character standards, introducing one characteristic each month. The Learner Profile includes a distinctive set of positive character attributes for students—inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring risk takers, balanced and reflective. The Learner Profile deepens understanding of character education principles, such



as trustworthiness, respect, responsibility, fairness, honesty, courage, diligence, integrity, caring and citizenship, all of which are essential skills for international-minded students to learn and possess. Students will participate in a “Book of the Month” program aligned to the Learner Profile. ***This strategy will be monitored monthly by the SBLT.***

Resources, Impact, and Sustainability

A portion of Schools of Hope Grant funds will be allocated to provide three supplemental paraprofessionals and two teachers-in-training, stipends for teachers participating in PYP professional development beyond the contracted school day and year, purchase of the TiR program license, purchase of Leveled Literacy Intervention (LLI) program materials, supplemental printing costs associated with implementation of the Eureka Math® program, and a class set and home set of books each month to read at school and share at home. Anticipated outcomes of implementing these strategies are:

- an increased percentage of students demonstrating proficiency and learning gains on the FSA
- an increased percentage of students scoring at advanced levels on the FSA
- an increase in positive perceptions about individualized instruction and activities to address students’ needs and interests on the AdvancED parent survey
- an increase in positive perceptions about relationships and respect on the AdvanceED® student survey

Title I and Title II funds are currently used to provide stipends for teachers, so this would be sustained beyond the grant funding period. With the exception of the TiR program license, the supplemental materials are not a recurring cost. Their continued use will be sustained beyond the grant funding period. The TiR program license may be sustained with the school’s Title I budget beyond the grant funding period, contingent upon available funding.

**Item 6:** Explain the strategies the school will implement to identify a knowledge-rich curriculum that the school will use to focus on developing a student’s background knowledge.

**Mildred Helms will utilize the Learner Profile and build a Programme of Inquiry as its curriculum to support scholars in engaging with fellow students and teachers in an age-appropriate, respectful manner.**

Strategy: Implement a transdisciplinary curriculum that focuses on inquiry-based learning.

Students in the IB-PYP program at Mildred Helms will use a range of subject specific knowledge, concepts and skills in order to develop a deeper understanding of the transdisciplinary themes. In conjunction with use of the Learner Profile, the school will implement Restorative Practices. This will include the use of culturally responsive learning circles to support academic and social growth. The Learner Profile places a strong focus on critical social competencies necessary for academic and life successes such as resiliency, self-management, and responsible decision-making skills. Students will participate in academic field trips designed to enrich and extend classroom learning.

Student field trips related to the curriculum would include the Botanical Gardens, Heritage Park, Weedon Island, the Florida Aquarium, and the Clearwater Marine Aquarium. The field trips will give teachers an opportunity to teach topics beyond the required curriculum and will increase student access to community resources. Students will also be provided opportunities to participate



in STEM robotics labs and Lego camps. These cross-curricular enrichment opportunities will build new skills and interests, develop self-confidence, and provide cross-disciplinary, real-world learning opportunities that reinforce knowledge in core subjects. ***This strategy will be monitored weekly by the SBLT.***

#### Resources, Impact, and Sustainability

A portion of Schools of Hope Grant funds will be used for student admission costs and transportation related to enrichment and extension activities and to support enrichment camps before and after school and during the summer. Anticipated outcomes of implementing these strategies are:

- an increased percentage of students demonstrating proficiency and learning gains on the FSA
- an increased percentage of students scoring at advanced levels on the FSA
- an increase in positive perceptions about availability of instructional activities to address students' needs and interests on the AdvancED parent survey

While these activities and resources may be sustained beyond the grant funding period, the scale of implementation will be smaller.

**Item 7:** Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

**Ongoing, relevant, differentiated professional development will be provided to support a sustained focus on academic rigor, effective core instruction, and high academic and character standards. Professional learning will be delivered in a variety of formats, including embedded coaching, practitioner inquiry, professional learning communities, and workshops.**

#### Strategy 1: Provide professional development for standards-based instruction.

Teachers will engage in three primary professional development offerings to support rigorous, standards-based instruction. Learning Sciences International will provide professional development to support effective implementation of Marzano high-yield strategies during daily instruction. The Unbound ED Standards Institute will build teacher knowledge and understanding of the required instructional shifts to teach to rigorous standards. The Achievement Network will provide professional development to further deepen teachers' understanding of the content standards and effective, standards based instruction. Training will be offered throughout the school year and during the summer. Expected outcomes are an increase in the percentage of teachers indicating a positive, collaborative school culture on the AdvancED® survey and increase in observations of rigorous, standards-based instruction during ISM visits. ***This strategy will be monitored monthly by the SBLT.***

#### Strategy 2: Provide training on the IB Transdisciplinary Primary Years Programme (PYP)

PYP training, focused on academic rigor and high academic standards, will be offered throughout the school year and during the summer. Participating teachers, particularly those new to Mildred Helms, will work collaboratively on developing themed units of study that incorporate FSA benchmarks within the IB curriculum with the use of ManageBac® software. ***This strategy will be monitored monthly by the SBLT.***



Strategy 3: Plan for and practice effective pedagogy.

Teachers at Mildred Helms will receive coaching in reading/language arts, mathematics, and science to support growth in delivery of effective core instruction and timely interventions. Instructional coaching will focus on understanding and applying Marzano high yield strategies for student achievement. Transformation Zone (TZ), instructional coaches will supplement the work of the school-based and districtwide coaches to provide additional support for this work. Professional development will be provided in Foundations of Culturally Responsive Instruction. This course provides both a theoretical framework and practical strategies for connecting students to rigorous, standards-based content in engaging, relevant ways. ***This strategy will be monitored daily by the principal, assistant principal and instructional coaches.***

Strategy 4: Review, Analyze, and Utilize Data to Inform Instruction

Instructional staff developers and MTSS coaches will support teachers in PLCs as they review and utilize formative assessment data to design and deliver instruction that effectively scaffolds all students for mastering high academic standards. These staff developers and coaches will also provide training, as needed, on effective use of core and supplemental instructional materials and programs. ***This strategy will be monitored weekly by the SBLT.***

Resources, Impact, and Sustainability

A portion of Schools of Hope Grant funds will be allocated for professional development workshops and consultants, stipends for staff participating in professional development beyond the contracted school day and year and for purchase of ManageBac® software for lesson planning. Anticipated outcomes of implementing these strategies are:

- an increased percentage of students demonstrating proficiency and learning gains on the FSA
- an increased percentage of students scoring at advanced levels on the FSA
- an increase in positive perceptions about the school having an innovative, collaborative culture on the AdvancED® staff survey

Title I and Title II funds are currently utilized to pay stipends for teachers participating in professional development beyond the contracted school day and year, so this support could be sustained beyond the grant funding period. The ManageBac® software may be sustained with the school's Title I funds, depending on available funding.



**Item 8:** Explain the strategies the school district will implement to identify, recruit, retain, and reward instructional personnel.

**A strategic, targeted approach will be employed to identify, recruit, retain and reward highly effective instructional personnel at Mildred Helms Elementary. An intentional focus will be on identifying and providing supports that are meaningful, effective incentives for recruitment and retention.**

Strategy: Provide targeted, coordinated services for teacher recruitment and retention.

The Pinellas County Schools Human Resources Department has created a new Talent Acquisition Team, which has a specific emphasis on identifying educators with exceptional skill and disposition, especially minority applicants, for our turnaround schools. Mildred Helms Elementary School has been identified to receive this priority support from this team. Human Resources staff will coordinate with the school principal to ensure all teachers and paraprofessionals assigned to Mildred Helms Elementary School are appropriately credentialed and are assigned to the areas for which they are certified to teach. Supports for recruiting and retaining teachers will include:

- Ongoing, differentiated, high-quality professional development (embedded coaching, workshops, and conferences supported by Title I and Title II funds)
- Job Fairs where the principal and other school leaders have access to prospective employees to promote employment at Mildred Helms Elementary School
- Entry and Exit surveys of instructional candidates to inform the development and delivery of adequate support
- Tutoring support for educators needing to pass required certification exams and reimbursement of exam fees for critical shortage areas (i.e., mathematics, science, Exceptional Student Education)
- Pre-screening interviews by the Talent Acquisition team to facilitate and expedite filling of vacancies
- Priority recruitment by the Talent Acquisition team for candidates who have experience working in high needs schools
- Focused recruitment efforts to identify and hire diverse instructional candidates who mirror the diversity found in the student population
- Professional development for hiring managers that is focused on the use of specific hiring techniques and practices to grow teacher leadership as a retention strategy
- Pay incentives (recruitment and retention bonuses) for instructional staff

***This strategy will be monitored weekly by the district's A-Team***, which is comprised of the Deputy Superintendent, Area Superintendents, Associate Superintendent, Student and Community Services, Associate Superintendent, Teaching and Learning, and Assistant Superintendent, Human Resources as well as other key district leaders who are able to facilitate delivery of supports and removal of barriers.

#### Resources and Sustainability

This strategy will be supported by district, Title I, and Title II funds and will continue to be sustained beyond the grant funding period.



### B. Correlation Between Whole-School Transformation Model and District-Managed Turnaround

The evaluation process for this application will consider how this model correlates to the strategies and activities listed in the TOP-2 document.

**Item 9:** Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address all of the Areas of Assurance.

**The Pinellas County School District will reduce or eliminate internal systemic barriers through strategic, intentional communication, coordination and advocacy across all levels and departments.**

The initial step of the needs assessment process was a review of the areas of assurance, to determine district capacity and commitment. A determination was made that strong capacity and commitment are in place. An established structure to remove and reduce systemic barriers is the district's A-Team. This collaborative team, which is comprised of the Deputy Superintendent, Associate Superintendents and Area Superintendents meets weekly to discuss school trend data and related academic and operational supports that schools need. The team reports directly to the Superintendent and has full authority to remove all barriers to implementation of this whole-school transformation model at Mildred Helms. The A-Team will provide oversight to ensure the Areas of Assurance are addressed through program activities.

The district has also added Mildred Helms to its Transformation Zone and this is another key step in reducing system barriers and increasing supports for this school. The Transformation Team will work side-by-side with the school to support focused interventions. The Transformation Zone Director, reports to and works with the Superintendent and A-Team to ensure that barriers are identified and addressed throughout the school year.

**Item 10:** Summary of how this model correlates to the strategies and activities listed in the district-managed turnaround plan submitted in the TOP-2 document.

**Pinellas County Schools has been intentional in crafting this model in direct correlation to the TOP-2 plan as it relates to a whole-school, whole-child approach to school turnaround.**

The district has invested in a series of turnaround interventions in its schools and a continuous improvement evaluation and methodology that attempts to isolate the most effective supports in our district schools. Those interventions and the district's ongoing evaluation of the data in our turnaround schools shows that a full-service, whole-school approach is required to improve schools in any lasting way. This research is similar to the findings from the University of Chicago and its published 5Essentials for school improvement.

The district has created a series of supports for Mildred Helms that are undergirded by this research related to:

- Ensuring rigorous, standards-based instruction
- Growing and supporting teachers/collaboration around data
- Involving and engaging families and community members



Those supports are clearly articulated in the Top 2 plan for Mildred Helms. Specifically, this model connects to the Top 2 plan by supporting and funding the following:

1. Wrap-around services that develop family and community partnerships
2. Improved parental involvement and engagement / data discussions “linked to learning”
3. Increased focus on high academic and character standards for all children

To ensure that this model is directly related the Top 2 plan for Mildred Helms the school will incorporate a theory of change related to the key components of the community school model, including:

1. Curricula that are engaging, culturally relevant, and challenging.
2. High-quality teaching.
3. Wrap around supports and opportunities.
4. Positive Behavior/Intervention supports, including restorative practice.
5. Authentic family engagement.
6. Inclusive school leadership / shared ownership and responsibilities between the school and community team.

Instructional staff members at Pinellas County Schools TOP 2 schools are provided with extensive professional development and supports to help them understand the unique competencies required to teach in more challenging school environments.

Support and feedback is provided in the use of the Marzano Instructional Model and high yield instructional strategies; professional development in school turnaround competencies; and utilization of embedded and “Just in Time” (JIT) instructional coaches.

As a Transformation/Turnaround School Mildred Helms receives *tiered supports* and interventions for core content, curriculum and instruction from the district which include:

- Full-time, embedded instructional coaches
- Support from district Transformation Team coaches
- Additional staffing for classroom paraprofessionals and teachers in training
- Specialized professional development led by the Transformation Zone Team
- Classroom intervention teachers to provide additional small group support to targeted students in intervention classes
- Stipends for professional development and contracted services to increase teacher training, and knowledge and practice of Marzano strategies
- Opportunities to work collaboratively in PLCs to review data, and write curriculum and assessments
- Supplemental extended learning opportunities and instructional materials to support student engagement, remediation and acceleration



**Item 11:** Identify and describe the areas of assurance your district has the capacity to sustain after the Schools of Hope funding expires.

**The Pinellas County School District has strong existing systems of support for school improvement and academic excellence. Throughout implementation of a Schools of Hope grant at Mildred Helms Elementary, high-yield practices and programs will be studied, documented, and replicated to establish a local evidence base and increase capacity to sustain all areas of assurance, in varying degrees, after funding expires.**

Assurance 1: Provide wrap-around services that develop family and community partnerships  
Mildred Helms Elementary currently enjoys positive, productive partnerships with various community, business, and faith-based partners. By the end of the grant project period, these partnerships will continue, being even more strongly established. During the grant project period, additional partnerships will be fostered to provide additional relevant, need-based wraparound services. A key role of the supplemental Family and Community Liaison will be to build capacity and develop systemic processes to facilitate ongoing, authentic communication, networking, and collaboration between the school, home, and community partners.

Assurance 2: Increase parental involvement and engagement in the child's education  
As a Title I school, Mildred Helms will continue to collaborate with families to design and implement a Parent Involvement Plan after Schools of Hope Grant funds have expired. By implementing practices and approaches aligned to the Dual Capacity-Building Framework for School Success and the Parent-Teacher Home Visit Project, Mildred Helms will move beyond mere involvement to authentic partnership with parents for students' academic success and overall well-being.

Assurance 3: Establish clearly defined and measurable high academic and character standards  
The Pinellas County School District has initiated a multi-year, research-based approach to supporting schools in turnaround and identifying schools that may need additional supports before they enter turnaround status. The district's efforts have been well-documented and are evidenced by its steady decrease in the number of schools in turnaround and its dramatic drop in the number of F-rated schools. Pinellas is pursuing the goal of becoming the first large school district to have no D or F schools and ensuring that no D or F schools arise in the future. Aligned to this vision, Mildred Helms will continue to advocate high academic and character standards as it fully implements its IB PYP program, beyond the grant funding period.

Assurance 4: Identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge  
The district's Instructional Support Model (ISM) is a systemic approach to defining and supporting a knowledge-rich curriculum and quality instruction. This coordinated support, facilitated by the district's Teaching and Learning division, is designed to ensure a common language, lens, and framework related to a knowledge rich curriculum and rigorous, student-centered instruction. The ISM structure has been in effect for four years. It is evolving, in response to the emerging needs of schools, but it will remain an established way of work to guide teaching and learning at Mildred Helms after the grant funding period.



Assurance 5: Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

Investing in timely, relevant, meaningful professional development is one of the primary ways in which the district sustains school improvement initiatives. Building the content knowledge and pedagogical skill of staff continues to be a district priority. Beyond the grant funding period, teachers at Mildred Helms will continue to engage in high-quality professional development, supported by district funds as well as Title I and Title II funds.

Assurance 6: Identify, recruit, retain, and reward instructional personnel.

In recognition of and regard for the unique challenges related to recruitment and retention of highly effective educators at high-need schools, a Memorandum of Understanding (MOU) was established with the Pinellas Classroom Teachers Association. This MOU ensures pay incentives for teachers and administrators at Mildred Helms. In addition, teachers at Mildred Helms may earn their hourly rate of pay for participation in professional development activities beyond the contracted school day and year. Recruitment and retention activities are supported by other funding sources and will continue after the Schools of Hope Grant funding period.

*By submission of this plan, the district verifies that this whole-school transformation model was developed in consultation with the school's principal.*