

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: <p style="text-align: center;">Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)</p> <p style="text-align: center;">TAPS NUMBER: 18A085</p>	<div style="text-align: right; font-weight: bold;">DOE USE ONLY</div> Date Received <div style="position: absolute; right: 0; top: 0; transform: rotate(90deg); font-size: small; color: blue;"> RECEIVED OFFICE OF GRANTS MANAGEMENT AUG 15 AM 11:4 </div>								
B) Name and Address of Eligible Applicant: <p style="text-align: center;">Pinellas County School Board 301 4th Street SW, Largo, FL 33770</p>		Project Number (DOE Assigned)								
C) Total Funds Requested: \$ 1,244,000.00 <hr style="width: 20%; margin-left: 0;"/> <div style="text-align: center; font-weight: bold;">DOE USE ONLY</div> Total Approved Project: \$	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Felita D. Grant, Ed.D. </td> <td style="width: 40%;"> Telephone Numbers: 727-588-6256 </td> </tr> <tr> <td> Fiscal Contact Name: Mary Conage, Ed.D. </td> <td> 727-588-6299 </td> </tr> <tr> <td> Mailing Address: 301 4th Street SW, Largo, FL 33770 </td> <td> E-mail Addresses: grantf@pcsb.org conagem@pcsb.org </td> </tr> <tr> <td> Physical/Facility Address: Mildred Helms Elementary School 561 S. Clearwater-Largo Road Largo, FL 33770 </td> <td> DUNS number: 0105088844 FEIN number: 596000799 </td> </tr> </table>		Contact Name: Felita D. Grant, Ed.D.	Telephone Numbers: 727-588-6256	Fiscal Contact Name: Mary Conage, Ed.D.	727-588-6299	Mailing Address: 301 4th Street SW, Largo, FL 33770	E-mail Addresses: grantf@pcsb.org conagem@pcsb.org	Physical/Facility Address: Mildred Helms Elementary School 561 S. Clearwater-Largo Road Largo, FL 33770	DUNS number: 0105088844 FEIN number: 596000799
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CERTIFICATION										
<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: 45%; vertical-align: bottom;"> E) <u>Michael Grego</u> Signature of Agency Head </td> <td style="width: 35%; vertical-align: bottom;"> <u>SUPERINTENDENT</u> Title </td> <td style="width: 20%; vertical-align: bottom;"> <u>8/14/17</u> Date </td> </tr> </table>			E) <u>Michael Grego</u> Signature of Agency Head	<u>SUPERINTENDENT</u> Title	<u>8/14/17</u> Date					
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Competitive Application for Whole-School
Transformation Model (Traditional Public Schools) –
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.

Needs Assessment Overview & Summary – Pinellas County School District

Pinellas County Schools has conducted an extensive analysis of Mildred Helms Elementary School as a part of its annual review of student performance data. As a part of the district's commitment to continuous improvement, district-level leaders have met with the school's principal and with the Community Assessment Team to review school performance data, and identify the root causes for the school's academic performance. The Community Assessment Team is assembled annually to review data and provide feedback to schools under the state's Differentiated Accountability plan. Additionally as a part of the Pinellas County School's Bridging the Gap initiative, several community forums were held and facilitated by district-level leaders. This public collaboration provided for an open invitation to parents/family members and community stakeholders to provide input to further support the district's continuous improvement efforts. Information gathered from the forums was also used in making recommendations to the school principal.

The Pinellas County School District's needs assessment methodology includes a data review related to five domains, including essential strategies and key metrics for each area. The five domains are as follows:

- Effective Leadership
Pinellas County Schools is dedicated to having the best leaders in place at our TOP 2 schools, as well as a support structure to help these leaders grow and flourish.
Essential strategies/school support includes ongoing trainings in school turnaround strategies, restorative practices and equity pedagogy; quarterly data chats with district level leaders; and side-by-side coaching in leadership competencies.
Outcomes to measure success includes school grade improvement, Florida Standards Assessment (FSA) and End of Course (EOC) student learning gains, Subgroup results; and AdvancED climate survey results by staff, students and parents.
- Collaborative Teaching
Pinellas County Schools has committed to providing our TOP 2 schools with the best instructional staff members possible and the professional development training and supports to help them understand the unique competencies required to teach in more challenging school environments.
Essential strategies/school support includes Marzano's instructional framework and high yield instructional strategies; professional development training in school turnaround competencies; and embedded instructional coaches.
Outcomes to measure success includes classroom observation data; review of cycle assessments (progress monitoring by teacher); and review of FSA and Value Added Model (VAM) results by teacher.

- **Ambitious Instruction**

Pinellas County Schools has designed an ambitious, research-based model for instruction in these schools that support strong growth trends and continued improvement toward a full transformation.

Essential strategies/school support includes increased extended learning programs, including Summer Bridge and Saturday Academies; and additional support services personnel to support student needs (mental health counselors, psychologists, social workers and paraprofessionals). Outcomes to measure success include the number of students participating in extended learning opportunities; and ELA, mathematics and science proficiency rates.

- **Safe and Supportive Environment**

Pinellas County Schools has invested considerably in the methods and tenets of Positive Behavioral Interventions and Supports (PBIS) and the problem-solving processes of Multi-tiered Systems of Support (MTSS) to support a safe and healthy learning environment for all.

Essential strategies/school support includes ongoing school leader trainings in restorative practices and discipline disparities; additional paraprofessionals assigned to classrooms as teaching partners; and teachers-in-training to support increased student learning and authentic student engagement.

Outcomes to measure success includes number of school referrals by school; and number of out of school suspensions by school.

- **Family and Community Engagement**

Pinellas County Schools has made parent and family engagement in Differentiated Accountability (DA) schools a priority and has partnered directly with Dr. Karen Mapp from Harvard University in establishing the strongest protocols possible in supporting these schools. Essential strategies/school support includes the Parent-Teacher Home Visit Project (in collaboration with the American Federation of Teachers and the Pinellas County Teacher's Association); training for school leaders and staff in the Dr. Mapp Dual Capacity Framework; and a partnership with the Pinellas Education Foundation to provide mentors to students in our turnaround schools.

Outcomes to measure success include AdvancED parent survey results; the number of parents attending learning-centered activities and offerings; and the number of parents utilizing school support services.

Needs Assessment Summary – Mildred Helms Elementary School / Academic Performance

The Florida Standards Assessment (FSA) for Mildred Helms shows an increase in its percentage of students scoring Level 3 and above in most subjects and grades, with the most impressive increase of 20 points in 3rd grade ELA (reading) proficiency. This 3rd grade improvement posits that future data will continue to increase and that foundational (primary) skills are being improved in earlier grades.

Needs Assessment Summary – Mildred Helms School / Safe Environment

Mildred Elementary School's out-of-school suspensions shows a noteworthy decrease, indicating that the climate, culture and discipline are all on a positive trend and trajectory. From 2015 to 2017, the total out-of-school suspensions decreased from 28 students to 4 (and 85.7% drop).

Needs Assessment Summary – Mildred Helms Elementary School / Climate Surveys

Annually, the district uses climate survey results from AdvancED to help determine areas of need related to school improvement, such as school culture for learning, collaboration for professional growth and

family and community engagement. Staff survey results at Mildred Helms indicate that staff have high levels of agreement in the following areas: school leaders expect staff members to hold all students to high academic standards, school leaders hold all staff members accountable for student learning, and the school provides qualified staff members to support student learning. Staff survey results show the greatest need in the following areas: school leaders support an innovative and collaborative culture, school leaders engage effectively with all stakeholders about the school's purpose and direction, and the school provides high quality support services (ex: counseling, referrals, educational planning etc.).

Parent survey results at Mildred Helms indicate high levels of agreement in the following areas: my child knows the expectations for learning in all classes, my child has up-to-date computers and other technology to learn, and our school ensures that the facilities support student learning. Results from the parent surveys show the greatest need in the following areas: all of my child's teachers meet his/her learning needs by individualizing instruction, our school provides excellent support services, and our school provides opportunities for students to participate in activities that interest them.

Student survey results at the school indicate high levels of agreement in the following areas: in my school my teachers want me to do my best work, my school has computers to help me learn, and my principal and teachers help me be ready for the next grade. Results from the student surveys show the greatest need in the following areas: in my school students treat adults with respect, my teachers ask my family to come to school activities, and my principal and teachers ask me what I think about school.

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 seeks to leverage community assets to improve school and community collaboration by developing family and community partnerships. For 2017-18, Grace Christian Fellowship will provide mentors, tutors, and Pack a Sack meals for students at Mildred Helms. A business partnership with Keller Williams 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 provides donations annually for school supplies for students and supports a program at Thanksgiving and Christmas to provide families in need with a holiday meal. Mildred Helms will apply for gift cards for parents to purchase food through a program sponsored by the local Publix Supermarket.

Currently, a part-time Family and Community Liaison is funded by the Pinellas County district to assist with volunteer programs and community partnerships. As a result of this grant, Mildred Helms would supplement this position with a full-time Family and Community Liaison dedicated to working within the community and the City of Largo to expand and increase community and business partnership opportunities. This position could be shared with Largo Middle School (also a School of Hope), the receiving middle school for Mildred Helms students, and located in the Largo community. The goal is to establish and sustain additional, easy-to-access resources for families such as food, clothing, and school supplies for students and families in need and to ensure the availability of mental health, medical, and social services.

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 collaborates with the City of Largo to provide before and after school programs to provide a safe environment for students and families in need of extended day services. Collaborative efforts include the elimination of costs to families for this program. In partnership with the City of Largo Out of School Time (OST) program and the Pinellas Juvenile Welfare Board, students participate in the Promise Time Extended Learning program weekly throughout the year. The Promise Time initiative focuses on the acceleration, achievement, and advancement of academic performance for students in Pinellas County Title I elementary schools. Students who participate receive OST programming with enrichment overlays, paired with Title I supplemental programming for iReady online curriculum for reading and math, small group tutoring for reading and math, and a variety of enrichment club activities.

The partnerships with Grace Christian Fellowship and the Town of Belleair, as mentioned previously, provide funds for meals for students and families in need on weekends and during school holidays. As a result of this grant, Mildred Helms will expand efforts to provide additional support services for students and families by funding a full-time nurse, social worker and supplemental guidance counselor. The duties of these positions will focus on the overall goals outlined in the school improvement plan including: facilitating and supporting academic/behavior plans, addressing attendance, helping students understand their abilities, environmental factors, educational needs and making personal and social adjustments, conducting evaluations/reevaluations for consideration of ESE services, serving as a home-school liaison, serving on school teams such as School Based Leadership and Child Study Teams, referring to community resources, and providing individual and group counseling.

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

With funds from this grant, Mildred Helms will participate in training for school leaders and staff members in the Dual Capacity Framework from Dr. Mapp/Harvard University to foster increased parental involvement. Parent and family workshops linked to learning will be offered throughout the year focusing on how parents and families can support students at home. The Title I Parent and Family Engagement plan includes funds to provide child care for parents to eliminate barriers to attendance at school workshops. Parents will be trained on how to register for and use the parent/student portal to monitor student assignments and progress throughout the year. Student planners, the school website, phone calls home, and mailing information home are additional ways the school communicates with parents and families.

Grant funds will provide staff professional development through a third party agreement. The Parent Teacher Home visit project will establish supplemental support for the family engagement pillar of this project. The training content will include: Sessions centered on building the capacity of educators to effectively build meaningful relationships with the families of their students, starting with a voluntary home visit. Topics would include: the research behind the model, logistics, step by step, skill-building and practice in engaging families, overcoming barriers (money, time, and fear), culture and cross-cultural connections, and taking it back to the classroom.

The supplemental school nurse and social worker will provide opportunities to expand outreach directly to families. Along with the nurse and social worker at Largo Middle school, trainings will be scheduled during the day or in the evening for parents and families. These courses will focus on topics such as: health and nutrition, community resources for families, student advocacy, mental health awareness, and other issues related to student educational needs.

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

As a Title I school, Mildred Helms Elementary has identified school reform strategies to assist in their continuous improvement work. Their school reform strategies include:

- Strategies to increase the quality and quantity of instruction using research-based methods and interventions.
- Research-based reform strategies directly aligned with the findings of the school's needs assessment.
- A detailed, enriched and accelerated curriculum for all students
- Interventions to address the needs of all children in the school, but particularly those who are low achieving and students representing all major subgroups participating in the schoolwide program.
- Specific strategies that assist teachers in determining if student needs are being met.

Action steps to support the school reform strategies put into place at Mildred Helms Elementary include implementing an additional half hour of instruction for reading intervention, implementing the IB Programme of Inquiry, implementing the Leveled Literacy Intervention (LLI) program with identified students in reading using hourly teachers and/or paraprofessional support, and providing enrichment and intervention through the use of Promise Time Extended Learning Program and extending student access to technological interventions at school and home through Connect for Success Laptop Initiative. Other

actions steps include providing a MTSS coach to support the Response to Intervention (RtI) process and assist in analyzing data to develop/determine effectiveness of interventions, and providing an ELA coach to provide professional development and support of core instruction and ELA interventions.

As a result of this grant, another strategy (to increase high academic standards) would be to enhance the current Summer Bridge program design for student learning to better support educating the “whole” child. The Summer Bridge Elementary School Program is for students currently in kindergarten through fourth grades who are performing below grade level in reading or math or who need additional help to stay on track. Summer Bridge prepares students for maximum success when the next school year begins. The program offers engaging reading, mathematics and science activities as well as individualized instruction. Lessons blend technology with small group instruction, hands-on experiments and project-based learning. An example would be to increase student offerings and participation with an academic focus (in the morning) for student scholars, and to offer enrichment-based activities (in the afternoon), thus creating a full-day summer extended learning program (at no cost to students and family members) where students remain actively and authentically engaged in meaningful and relevant ways. Transportation for extended learning would be provided with grant funds.

Mildred Helms offers a school-wide IB-Primary Years Programme that emphasizes a transdisciplinary curriculum. Reading proficiency is monitored using NWEA MAP, Istation and Running Records and instruction is differentiated and targeted to meet student needs based on progress monitoring measures. As part of the Transformation Zone (TZ), Mildred Helms will be supported by three supplemental paraprofessionals and two teachers in training to serve as “teaching partners” to support increased learning and improved engagement. Grant funds will enable all students to have access to myOn, an award-winning personalized literacy environment that incorporates a state-of-the art learning platform and an enhanced digital reading content. The myOn program generates individualized, interest-based recommendations within all learners’ target Lexile® ranges to engage them with just-right texts.

Math proficiency will also be monitored using NWEA MAP and students will use ST Math, a visual instructional program that builds a deep conceptual understanding of math through rigorous learning and creative problem solving. As part of the Transformation Zone, TZ coaches are scheduled to train teachers on Eureka Math, a supplemental curriculum to provide additional instructional support for students. Teaching mathematics as a “story,” Eureka Math builds students’ knowledge logically to help them achieve a deeper understanding. The grant will provide funding for supplemental printing costs associated with this program.

Mildred Helms utilizes the IB Learner Profile for character standards. Teachers are responsible for building character education into the curriculum and students are introduced monthly to each characteristic. Additionally, students participate in a “Book of the Month” program aligned to the Learner Profile. Grant funds will be used to purchase a class set and home set of books each month to read at school and share at home. Character education principles include such things as trustworthiness, respect, responsibility, fairness, honesty, courage, diligence, integrity, caring and citizenship – all necessary life-skills for students to learn and possess.

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.

The schools who are a part of our district’s Transformation Zone (schools need more support as they strive to ensure that students are prepared for 100 percent success during their educational

journey) utilize the **Social Emotional Learning (SEL) curriculum** to support their scholars in engaging with fellow students and teachers in an age-appropriate, respectful manner. Along with the use of the SEL curriculum; the school implements best strategies from district- wide, supported Restorative Practices. This includes the use of culturally responsive learning circles to support academic and social growth. The SEL curriculum places a strong focus on critical social competencies necessary for academic and life successes such as: resiliency, self-management, and responsible decision-making skills – with the expected outcome of improved student attitudes towards self and others, increased pro-social student behaviors, and lower levels of behavioral concerns, emotional distress and improved student academic performance.

Mildred Helms would further support student learning and develop students' background knowledge by using grant funds to participate in the Tune Into Reading (TiR) program. TiR is a computer-based reading improvement program. This computer-based program improves reading skills by engaging students in activities in which their ability to learn is enhanced by the power of music. When using this program, children tend to think it's a singing game but they are actually practicing essential reading skills. This independent university-and research-based program- covers the following areas geared toward student learning and improvement:

- **Differentiated Instruction:** Students enter the program at their individual level and work on grade-level and age appropriate content.
- **Activities:** Specially written songs for the program are leveled for reading difficulty, strategic vocabulary, and comprehension.
- **Strategic Vocabulary:** Derived from major nationally used lists. Clickable words are defined using multimedia auditory and visual aids.
- **Songs exposing students to narrative or expository text:** Modeled by a native speaker to teach pronunciation while the rhythm and melody of the song embed this enhanced learning experience into long-term memory.
- **Quizzes:** Monitor progress, provide feedback, and support response-to-intervention implementations in real time.
- **Ease of Use:** Program automatically adjusts the difficulty level of the material.

The IB-Primary Years Programme at Mildred Helms emphasizes a transdisciplinary curriculum that focuses on inquiry-based learning. Students use a range of subject specific knowledge, concepts and skills in order to develop a deeper understanding of the transdisciplinary themes.

Funds from this project would be used to further build upon students' background knowledge to support FSA standards and the IB curriculum. 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. Grant funds will used for student admission costs and transportation.

Grant funds will also be used to provide enrichment camps before and after school and during the summer. Students at Mildred Helms would have the opportunity to participate in STEM robotics and Lego camp, as well as SPLASH, a Spanish language acquisition camp. These cross-curricular enrichment opportunities will build new skills and interests, develop self-confidence, and provide cross-disciplinary,

real-world learning opportunities that support core subjects. Enrichment clubs provide an opportunity for students to build mastery in content beyond core academic subjects, deepening skills and interests.

Pinellas County Schools works to ensure that every student masters the Florida Standards each year. This mastery level expectation includes supports to develop background knowledge for students that do not bring the same sets of experiences to the standards. In primary and intermediate grades, students learn through district developed curriculum guides and modules of instruction. These modules follow the Marzano lesson framework and provide an opportunity for scaffolding of material, rigor and enrichment.

In all cases, culturally rich supplemental materials are provided to schools through district funds and referendum funds. Pinellas County voters have approved a referendum that provides additional funds for reading, technology and the arts to support this core curriculum.

As a result of this grant, school staff will be supported with professional development 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. School staff will apply learning from the course in three key areas:

- 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.
- 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.
- Engaging Culturally Diverse Learners- Teachers will incorporate the 6 Ms of Culturally Responsive Instruction (Conage, 2014) into lesson planning and daily instruction.
 - 1) **Meaning** - Scaffolding learning by making relevant connections between students’ lived experiences, interests, cultural assets, and/or funds of knowledge.
 - 2) **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.
 - 3) **Monitoring with feedback** – Using strategies and structures to assess understanding, provide useful, timely feedback, and celebrate student’s progress towards identified standards.
 - 4) **Mouth** – Using strategies and structures to help students process content through recitation, dialogue, discussion, or debate.
 - 5) **Movement** – Using strategies and structures to help students process content through active engagement.
- 6) **Music** - Using strategies and structures to help students process content through rhythm and song.

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.

Mildred Helms offers a Primary Years Programme (PYP) focusing on an IB Transdisciplinary curriculum for all students, and the school is applying for PYP accreditation for the 2017-18 school year. Support for teacher participation in PYP trainings, particularly for teachers new to the school, will be offered throughout the year and during the summer. This grant will provide funds for teachers to receive stipends to work collaboratively to develop units of study based on IB-unit planner criteria and work beyond the contracted day. The funds will used to purchase ManageBac software for lesson

planning to enable teachers to develop themed units of study that incorporate FSA benchmarks within the IB curriculum. Lessons will focus on academic rigor and high academic standards. Teachers will be offered stipends to participate in training beyond the contracted day and school year in support of school improvement goals.

Teachers at Mildred Helms will be provided with coaching in reading/literacy, math and science to support growth in instructional practice. Coaching will focus on Marzano high yield strategies for student achievement. As part of the district's Transformation Zone (TZ), TZ coaches will supplement the work of the school and district coaches to provide additional support for school improvement. Content coaches will support teachers in professional learning communities to review student data and progress monitoring assessments to develop differentiated instruction to meet the specific needs of students.

Character standards are embedded within the PYP/IB framework. Mildred Helms utilizes the IB Learner Profile to focus on character standards, introducing one characteristic each month. Teachers reinforce each character strand within their content curriculum throughout the month and a school-wide Essential Agreement is developed to guide students in following the rules of the school. Mildred Helms also implements PBIS and provides student incentives for positive behavior and attendance. Partnerships with local businesses in the community help to provide funds for the student incentives.

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

Mildred Helms Elementary School uses a variety of strategies to identify, attract, retain and reward highly qualified staff. The school's principal works alongside the Human Resources department to ensure that all teachers and paraprofessionals assigned to the school meet the highly qualified requirements and are assigned to the areas in which they are certified to teach.

Opportunities are also provided for instructional staff to attend high quality professional development and conferences. The school provides an hour each week for targeted professional development on the IB Programme, summer and after hours training for curriculum development and collaborative planning supported by coaches, curriculum specialists, and the magnet coordinator supported by Title I stipends and contracted services binders. Additionally, the school provides professional development for specialized IB training including registration fees for IB conferences. By implementing these activities, the school and district leaders are demonstrating their commitment to continuous school improvement as well as supporting teacher growth and enhancing their professional practice. School leaders also attend job fairs in the efforts to attract and promote employment at the school.

The district has also created this year a new Talent Acquisition Team as part of the district's Human Resources Department with a specific emphasis on hiring top talent, especially minority talent, into our turnaround schools. Mildred Helms has been identified as part of the Transformation Zone to receive this priority support.

A thorough review of the school VAM data / results was conducted and, as a result, Mildred Helms was given a priority option to non-renew teachers with "less than effective" or "unsatisfactory" results, unless other performance data showed the teacher to be improving to a point that another year of coaching and support would benefit the teacher and learners at the school.

A process has been established that coordinates these decisions among the principal and Area Superintendent so that the strongest and most promising teachers are in place at the school.

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 is committed to reducing or eliminating internal systemic barriers by establishing a district level monitoring team. This team (called the A-Team) will meet weekly to discuss school trend data and related academic and operational supports required to move the school forward. The team reports directly to the Superintendent and has been give full authority to remove all barriers to school improvement.

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 and has a Director of School Transformation in place who reports to the Superintendent and can cut through any barriers that arise.

District Capacity

Pinellas County Schools has created a District Support Model that is designed to differentiate support for schools and comprises a series of interventions that are tracked carefully through the district's assessment and research department to ensure that the resources and interventions are evidence-based and implemented with fidelity.

The district's Transformation Zone was created to intensify a series of supports specific to this model and, in doing so, create a much more aligned set of resources for our neediest schools.

PCS Support Model for 2017-18

- **Tier I – Operational and Instructional Support for all schools.**
- **Tier II – Supports for schools with a C grade (low C, preventive measures).**
- **Tier III -- Transformation Zone: Supports for schools with a D grade or previous F.**
- **Tier IV – Transformation Zone: Supports for schools with an F (and all district Scale Up schools).**

Mildred Helms received a D grade and has been placed into the Tier III supports. Those supports include the following:

- Priority for “Just in time” coaching support from district-level coaches as well as school-funded embedded coaching.
- Monthly Instructional Support Model visits from Teaching and Learning specialists, aligned to LSI Rigorwalk.

Turnaround Option Plan –3

- Weekly action boarding activity led by Director of School Transformation, with the Area Superintendent and Executive Director for Middle School attending when available.
- Quarterly data chats based on formative results with recommended actions similar to this year's Comstats (possibly aligned to area meetings).
- Directed guidance in school improvement planning using the State DA CIMS tool and resource site.
- Additional teacher planning as follows:
 - 2017/2018 school year – Keep student day at Mildred Helms at 7.5 hours per day. Require that the classroom teachers use 30 minutes per week of time before or after school for structured planning led by the administrative team. This is in addition to the existing required planning times. (Still needs to be negotiated with teacher's union).
 - Possible for 2018/2019 school year – Reduce student day by 15 minutes to 7.25 hours per day. From the additional 75 minutes per week that will be created by this 15 minutes of daily time, an extra 45 minutes per week will be used for structured planning led by the administrative team before or after student day. The remaining 30 minutes to be used for uninterrupted planning. (This would still need to be negotiated with teacher's union).
- SEL programs implemented as coordinated by Director of School Transformation.
- Specialized professional development led by the Transformation Zone Team.

The district's monthly Instructional Support Model visits to Mildred Helms will provide district leaders with an opportunity to visit classrooms and communicate with the school-based leadership team to determine if any barriers to learning exist related to resources, policies and practices, and governance.

School Capacity

Administrators

Pinellas County Schools has created a deliberate system for monitoring, supporting, coaching and evaluating administrators in its turnaround schools related to the key turnaround competencies needed to move our schools forward. In addition to the visits by the Instructional Support Model (ISM) team, the Director of School Transformation is charged with visiting the schools to shadow the school principal and coach the principal and administrative team on school structures, data analysis, and instructional support.

As part of this process, the principal will be required to present a quarterly data update to district leadership as part of the Transformation Zone's Comstat presentations. These efforts are designed to grow the school leader's current capacities and inform the district's decision as to the current leader's ability to move the school out of its turnaround status.

Educators

Pinellas County Schools has an ambitious pay structure that is designed to recruit and retain the best teachers in our turnaround schools. All teachers (and administrators) in our turnaround school receive a bonus for coming to the school and remaining at the school. This has been established as a method for recruiting the top talent and increasing staff stability in our neediest schools.

Additionally, Mildred Helms has been provided unique incentives that supports the continued growth of its teachers and staff.

This includes:

- Full-time, embedded instructional coaches.
- Access to district “Just in Time” instructional coaches as needed.
- Recruitment and retention incentives available only to schools in turnaround (mentioned above).
- Priority status in hiring, including the ability to hire outside of the district transfer period.
- Support from a new Talent Acquisition Team created as part of the district’s Human Resources Department.

The district has carefully reviewed the staff at Mildred Helms to ensure that all current staff members are certified or not out-of-field.

The principal and Area Superintendent have also reviewed the most recent three-year aggregated VAM classification and final evaluation data to ensure that no teachers were retained who were rated “less than effective” or “unsatisfactory” results, unless other performance data showed the teacher to be improving to a point that another year of coaching and support would benefit the teacher and learners at the school.

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.

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

Pinellas County Schools is committed to establishing a model for school turnaround and the requisite tiered interventions and supports that will ensure a lasting continuous improvement culture. The district has put into place 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 F schools.

The district is committed to being the first large school district to have no D or F schools and ensuring that no D or F schools arise in the future. This funding will only serve to enhance those efforts and ensure that this goal will become a reality sooner and with a greater assurance that strong systems will be in place for years to come.

Among those assurances are:

A district structure designed to support schools that is cross-departmental and systematic.

- The district's tiered Support Model described above provides systematic levers that support schools as needed and is not connected to any one funding source, one person or one department.
- The district's Transformation Zone is not designed as a separate department but is better described as a series of supports (extended time, data analysis, coaching cycles, etc.) that are uniquely intertwined with the accountability systems that the district has in place (ie. school visits and principal evaluation from the Area Superintendent).

A collaboration and coaching model designed to support continuous instructional improvement.

- The district's Instructional Support Model (ISM) is a unique and lasting intervention that is connected directly to the Teaching and Learning division in collaboration with the Transformation Zone team. This ensures that school visits include a consistent and aligned observational lens and a common language and framework related to instructional rigor and student engagement
- The district's coaching model for both embedded and district "Just in Time" coaches is designed to be responsive to whatever are found as growth opportunities during the ISM visits described above. In this way, the coaches in place at the school sites are aligned to the supports provided by the district. This also aligns with the district's model for rigorous, standard-based instruction and

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ensures that all schools will continue to improve in a lasting manner that is unrelated to state accountability structures and outside funding sources.

These strategies and interventions are all part of the district's plan to create sustainable solutions around school improvement that will impact all schools in relation to their needs and all children in relation to their unique growth steps and pathways toward a lifetime of success.

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