

Pinellas County Schools

JOHN M. SEXTON ELEMENTARY SCHL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Educating and inspiring students for success!

Provide the school's vision statement

100% Student Success.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Tony Pleshe

Position Title

Principal

Job Duties and Responsibilities

- Recruits, develops, supports, supervises, evaluates and retains an effective and diverse faculty of instructional and support staff with a focus on increased effectiveness and student achievement.
- Models the leadership and follow-through necessary to build collaborative school-based teams which ensure curriculum and instruction initiatives are student focused, researched-based, and aligned with statutes, policies, standards and improvement plans.
- Establishes and maintains a culture of high-expectations, equity and continuous improvement through sound judgement and consistent development, support and accountability for themselves and their team.
- Maintains high visibility within the school and in the community and works to build high levels of stakeholder engagement across all aspects of the school activities.
- Develops, implements, and monitors strategies and actions to make demonstrated progress toward goals within the School Improvement Plan, in alignment to the District Strategic Plan.
- Demonstrates that student learning is a top priority through leadership actions focused on student achievement and success.

Leadership Team Member #2

Employee's Name

Ashley Fellows

Position Title

Assistant Principal

Job Duties and Responsibilities

Assists Principal in:

- Developing, implementing, and evaluating school philosophy, goals, and objectives reflecting district and state goals.
- Maintaining, ordering, and inventorying textbooks, materials, and equipment.
- Coordinating custodial procedures and initiating work orders for plan maintenance.
- Planning for and supervising school activities.
- Supervising student movement in all aspects of the program including cafeteria, time-out room, buses, crowd control, hall traffic.
- Planning for and scheduling facilities use.
- Planning, implementing, and evaluating the school instructional program based on student needs.
- Determining staffing needs including selection, supervision, staff development, and evaluation of all school personnel.
- Managing instructional budget.
- Maintaining records and completing necessary reports.
- Supervising pupil services (i.e. attendance, discipline, counseling).
- Developing and maintaining a positive school/community climate and safe and healthy environment.
- Implementing Pinellas County School Board Policies and Procedures

Leadership Team Member #3

Employee's Name

Karen Hubble

Position Title

Instructional Support

Job Duties and Responsibilities

To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

Each spring our leadership team meets to discuss our progress in meeting the goals we established the previous year. We weigh the return on investment and begin planning for the next year. All stakeholders have an opportunity to give input through surveys. Our leadership team then compiles all of the data and we begin drafting a plan. One of the leadership team attends district workshops for school improvement and we share our draft. The draft is then shared with our staff for more input before submitting the plan.

SIP Monitoring

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

SIP will be monitored by the leadership team and Instructional leaders monthly. The instructional team will meet monthly and update its members regarding the SIP priorities. SIP Goal managers will provide data to the team at minimal quarterly to monitor the implementation of action steps and their effectiveness toward school goals. If action steps have not been implemented, the team creates a plan for implementation. Administration and the SBLT work collaboratively to determine the next steps to support progress toward our goals and to closing achievement gaps for all students. Progress is also shared with SAC the second semester through our State of the School presentation.

The monitoring components provide opportunities for our school to access the continuous improvement cycle multiple times throughout the year to:

- Monitor academic performance (based on identified interim and benchmark measures) and evaluate the implementation of identified strategies, programs, or interventions (based on identified implementation benchmarks),
- Reflect, reassess and adjust, if needed, the planned improvement strategies (mid-course corrections), and;

- Implement revised strategies as needed or adopt proven and impactful strategies

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	59.4%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: C* 2021-22: D 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	2	6	10	8	13				39
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)	0	0	3	3	1	3				10
Course failure in Math	0	0	4	0	1	3				8
Level 1 on statewide ELA assessment	0	0	3	0	0	28				31
Level 1 on statewide Math assessment	0	0	0	0	1	2				3
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	0	0	0						0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0					0

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	5	8	24	15				52

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	1	2	3	3				9
Students retained two or more times	0	0	0	0	1	0				1

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	2	6	10	8	13	18				57
One or more suspensions						3				3
Course failure in ELA		3	3	1	3	3				13
Course failure in Math		4		1	3	12				20
Level 1 on statewide ELA assessment		3			28					31
Level 1 on statewide Math assessment				1	2	27	41			71
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)				1						1

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			3	17	26	42				88

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				1						1
Students retained two or more times			3	17	26	42				88

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024		2023		2022**	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	61		48	54	53	45
ELA Grade 3 Achievement **	72		53	54	53	
ELA Learning Gains	61					45
ELA Learning Gains Lowest 25%	67					35
Math Achievement *	55		51	61	59	45
Math Learning Gains	45					40
Math Learning Gains Lowest 25%	35					35
Science Achievement *	63		46	62	54	35
Social Studies Achievement *						62
Graduation Rate						65
Middle School Acceleration						57
College and Career Readiness						52
ELP Progress	60		58	64	59	44

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	507
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
56%	51%	41%	47%		47%	46%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	32%	Yes	5	
English Language Learners	60%	No		
Asian Students	65%	No		
Black/African American Students	45%	No		
Hispanic Students	58%	No		
Multiracial Students	69%	No		
White Students	60%	No		
Economically Disadvantaged Students	54%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	17%	Yes	4	4
English Language Learners	58%	No		
Asian Students	71%	No		
Black/African American Students	34%	Yes	1	
Hispanic Students	54%	No		
White Students	52%	No		
Economically Disadvantaged Students	47%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	16%	Yes	3	3

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	52%	No		
Native American Students				
Asian Students	62%	No		
Black/African American Students	41%	No		
Hispanic Students	43%	No		
Multiracial Students				
Pacific Islander Students				
White Students	37%	Yes	1	
Economically Disadvantaged Students	38%	Yes	1	

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	61%	72%	61%	67%	55%	45%	35%	63%					60%
Students With Disabilities	31%	54%	53%		9%	26%	33%	18%					
English Language Learners	67%		47%		72%	67%							48%
Asian Students	59%		62%		76%	62%							
Black/African American Students	39%	45%	50%		42%	40%		55%					
Hispanic Students	61%	73%	64%		55%	36%							
Multiracial Students	69%				69%								
White Students	70%	87%	66%		52%	44%	33%	67%					
Economically Disadvantaged Students	58%	72%	61%	61%	51%	42%	30%	68%					44%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	48%	53%			51%			46%					58%
Students With Disabilities	21%				13%			17%					
English Language Learners	48%	50%			76%								56%
Asian Students	59%				82%								
Black/African American Students	32%				27%			43%					
Hispanic Students	50%	54%			60%			50%					
White Students	52%	58%			52%			46%					
Economically Disadvantaged Students	45%	50%			49%			44%					46%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	45%		45%	35%	45%	40%	35%	35%					44%
Students With Disabilities	12%		21%	19%	10%	19%		12%					
English Language Learners	47%		55%		56%	58%							44%
Native American Students													
Asian Students	63%		73%		68%	45%							
Black/African American Students	33%		42%	50%	38%	43%		40%					
Hispanic Students	46%		39%		54%	46%		30%					
Multiracial Students													
Pacific Islander Students													
White Students	48%		47%	29%	41%	34%	29%	33%					
Economically Disadvantaged Students	40%		44%	41%	41%	36%	30%	28%					47%

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

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

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

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

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

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

Most Improvement

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

Overall, our ELA data has shown the greatest improvement. Our preliminary data for the 2023-2024 school year shows that 61% of our students in grades 3-5 were proficient. Therefore, according to this data, our ELA achievement increased 13% from 2023 to 2024 and an astounding 16% from 2022 when our ELA achievement average was 45%. Our school focused heavily on collaborative planning, small-group instruction, as well as intensive interventions in order to achieve this level of success. The leadership team conducted weekly targeted walkthroughs and provided targeted and timely feedback. Moreover, each grade level tracked student data efficiently each quarter in order to ensure that all students were able to succeed.

Lowest Performance

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

Overall, our Math data in grades 3-5 showed the least amount of growth from 2023 to 2024. Our preliminary data shows that 55% of students in grades 3-5 were proficient in Math in 2024. Despite this area being the category with the lowest average and least amount of growth, our students still increased 4% seeing as how our Math proficiency in 2023 was averaged at 51%. Furthermore, this coincides with our preliminary 2024 L25 data in Math that shows only 34% of our L25 students made gains as compared to the ELA L25 average of 68%.

Greatest Decline

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

Happily, there were no significant subject areas or demographic subcategories that showed any decline whatsoever from 2022 to 2023.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

In 2022 and 2023 the area that had the greatest gap when compared to the state average was Science. Sexton's Science proficiency in 2022 was 35% compared to the state's average of 59% (24% difference). Sexton's Science proficiency in 2023 was 46% compared to the state's average of 54% (8% difference). As the years continue, Sexton's proficiency rate in Science keeps increasing. Based on preliminary data, Sexton is projected to earn 63% proficiency in 2024 which would be an increase of 17%.

EWS Areas of Concern

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

One potential area of concern might be our attendance rate. Over the past year, we took strategic efforts to reduce the absentee rate from the previous year. Schoolwide attendance was monitored weekly and grade-level data was presented to teachers consistently. Programs to increase attendance were initiated and students were rewarded for increasing their attendance rates. This year, it will be a main priority to continue to monitor and incentivize schoolwide attendance.

Highest Priorities

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

1. L 25 Math Achievement
2. Overall Grades 3-5 Math Achievement
3. L25 ELA Achievement
4. Overall Grades 3-5 ELA Achievement
5. Science Achievement

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Students in grades 3-5 combined were 48% proficient on the 2023 FAST Assessment in ELA. Projectably, in 2024 students in grades 3-5 are slated to achieve 61% proficiency. The problem/gap prior to 2023 was due to the lack of rigor prescribed by the Florida B.E.S.T. benchmarks. During Collaborative Planning throughout the 2022-2023 academic school year, teachers required consistent coaching around the benchmarks, the grade-level expectations and how to assess their students' understanding. As observed through classroom walkthroughs, as well as formal and informal observations, classroom teachers need more explicit training and coaching around target-task alignment. Student tasks are not always focused on the benchmarks, their level of complexity and purpose. During the 2023-2024 academic school year, the Instructional Leadership Team alongside administration worked tirelessly to maintain focus in ELA, conducting weekly instructional walkthroughs, providing timely and targeted feedback, holding monthly student data reviews, collaborative planning and much more. Instructional Practice related to ELA is still a major area of focus due to the fact that we do not want to lose momentum. The significant gains that have been made are due to the systems and procedures we've established as a school community focused on student growth. As a school, our administration and teachers will continue the hard-work and efforts made thus far to push students to their fullest potential. We will continue to hold weekly collaborative planning sessions, monthly data chats by grade-level and administration will consistently conduct classroom walkthroughs. Schoolwide walkthrough data will be presented to the staff and monitored against our SIP goals.

Measurable Outcome

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

In ELA, students in grades 3-5 were 45% proficient in 2022 and 48% proficient in 2023. Our 2023-2024 SIP goal in ELA was 60%.

Projectably, in 2024 students in grades 3-5 are slated to achieve 61% proficiency.

New Goal: Based on prior year data, the percentage of all students in 2025 achieving ELA proficiency

in grades 3-5 will increase 4%, presumably from 61% to 65% as measured by the 2025 ELA FAST Assessment in ELA.

Monitoring

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

Proficiency levels in every classroom will be monitored by district created module assessments, formative assessments, and standards-based teacher-created assessments. Leadership will monitor student tasks by way of walkthroughs, formal and informal observations.

Person responsible for monitoring outcome

Tony Pleshe, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Benchmark studies will be provided in order to gain a deeper understanding of the B.E.S.T. ELA Benchmarks as a non-negotiable for improving student outcomes. Target-task alignment as well as the explicit teach will be the main areas of focus during collaborative planning in order to ensure students are practicing their skills to the complexity of the benchmarks in order to become proficient.

Rationale:

When teachers have a more complex understanding of the B.E.S.T. benchmarks, the grade-level expectations, and how to create rigorous student tasks that align with the complexity level prescribed by the state, student proficiency rates in ELA will increase. Moreover, according to walkthrough data throughout 2023-2024, the leadership team and grade-level teachers realized the need to focus on the explicit teach portion of the ELA lesson. In order for students to achieve high levels it was concluded that teachers need to be more aligned and strategic when it comes to teaching the explicit teach portion of the lesson.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Job-Embedded Professional Development/Collaborative Planning

Person Monitoring:

By When/Frequency:

Ashley Fellows

Weekly

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

Classroom teachers will be provided with job-embedded professional development during collaborative planning and PLC time to enhance their understanding of the B.E.S.T. benchmarks and the explicit teach portion of the lesson. Monitoring will be conducted via classroom walkthroughs and the data will be compiled digitally. Weekly walkthrough data will focus on Instructional Priorities and sent out to teachers and staff directly via email and during monthly schoolwide staff meetings.

Action Step #2

Walkthroughs/Feedback Regarding ELA Instructional Priorities

Person Monitoring:

Ashley Fellows

By When/Frequency:

Weekly

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

Provide support and feedback focused on explicit, systematic and sequential approaches to reading and writing instruction including a gradual release of responsibility model of instruction. Monitoring will occur by way of digital Microsoft Forms Walkthrough Checklist. Data and Instructional Priority trends will be shared with the staff bi-weekly.

Action Step #3

Explicit Monthly Student Data Chats with Teachers

Person Monitoring:

Ashley Fellows

By When/Frequency:

monthly

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

Implement a plan for identifying students not meeting benchmark, including targeted instruction, and frequently monitoring progress to ameliorate gaps early. (use of module assessments, UFLI and small group instruction)

Area of Focus #2

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

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

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

Students in grades 3-5 combined were 51% proficient on the 2023 FAST Assessment in Math. Projectably, in 2024 students in grades 3-5 are slated to achieve 55% proficiency. According to the latest data from 2024, only 34% of our L25 in Math were proficient as compared to 68% in ELA. This data reveals the need for consistent and intentional interventions in Mathematics.

The problem/gap prior to 2023 was due to the lack of rigor prescribed by the Florida B.E.S.T. benchmarks. During Collaborative Planning throughout the 2022-2023 academic school year,

teachers required consistent coaching around the benchmarks, the grade-level expectations and how to assess their students' understanding. As observed through classroom walkthroughs, as well as formal and informal observations, classroom teachers need more explicit training and coaching around target-task alignment. Student tasks are not always focused on the benchmarks, their level of complexity and purpose. During the 2023-2024 academic school year, the Instructional Leadership Team alongside administration worked tirelessly to maintain focus in Math, conducting weekly instructional walkthroughs, providing timely and targeted feedback, holding monthly student data reviews, collaborative planning and much more. Instructional Practice related to Math is still a major area of focus due to the fact that we do not want to lose momentum. The significant gains that have been made are due to the systems and procedures we've established as a school community focused on student growth. As a school, our administration and teachers will continue the hard-work and efforts made thus far to push students to their fullest potential. We will continue to hold weekly collaborative planning sessions, monthly data chats by grade-level and administration will consistently conduct classroom walkthroughs. Schoolwide walkthrough data will be presented to the staff and monitored against our SIP goals.

Measurable Outcome

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

In Math, students in grades 3-5 were 45% proficient in 2022 and 51% proficient in 2023. Our 2023-2024 SIP goal in ELA was 62%.

Projectably, in 2024 students in grades 3-5 are slated to achieve 55% proficiency, therefore we might not achieve our goal as set despite increasing over the years.

New Goal: Based on prior year data, the percentage of all students in 2025 achieving Math proficiency in grades 3-5 will increase 3%, presumably from 55% to 58% as measured by the 2025 ELA FAST Assessment in ELA.

Monitoring

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

Proficiency levels in every classroom will be monitored by district created module assessments, formative assessments, and standards-based teacher-created assessments. Leadership will monitor student tasks by way of walkthroughs, formal and informal observations.

Person responsible for monitoring outcome

Tony Pleshe, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Benchmark studies will be provided in order to gain a deeper understanding of the B.E.S.T. Math Benchmarks as a non-negotiable for improving student outcomes. Target-task alignment will be the focus for collaborative planning in order to ensure students are practicing their skills to the complexity of the benchmarks in order to become proficient.

Rationale:

When teachers have a more complex understanding of the B.E.S.T. benchmarks, the grade-level expectations, and how to create rigorous student tasks that align with the complexity level prescribed by the state, student proficiency rates in Math will increase. Moreover, according to walkthrough data throughout 2023-2024, the leadership team and grade-level teachers realized the need to focus on small-group math interventions. In order for students to achieve high levels it was concluded that teachers need to be more aligned and strategic when it comes to intensive math interventions.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Job-Embedded Professional Development/Collaborative Planning

Person Monitoring:

Ashley Fellows

By When/Frequency:

weekly

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

Classroom teachers will be provided with job-embedded professional development during collaborative planning and PLC time to enhance their understanding of the B.E.S.T. benchmarks and intensive math interventions. Monitoring will be conducted via classroom walkthroughs and the data will be compiled digitally. Weekly walkthrough data will focus on Instructional Priorities and sent out to teachers and staff directly via email and during monthly schoolwide staff meetings.

Action Step #2

Walkthroughs/Feedback Regarding Math Instructional Priorities

Person Monitoring:

Ashley Fellows

By When/Frequency:

Weekly

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

Provide support and feedback focused on explicit, systematic and sequential approaches to math problem-solving techniques. Monitoring will occur by way of digital Microsoft Forms Walkthrough Checklist. Data and Instructional Priority trends will be shared with the staff bi-weekly.

Action Step #3

Explicit Monthly Student Data Chats with Teachers

Person Monitoring:

Ashley Fellows

By When/Frequency:

Monthly

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

Implement a plan for identifying students not meeting benchmark, including targeted instruction, and frequently monitoring progress to ameliorate gaps early. (use of benchmark math assessments)

Area of Focus #3

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

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

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

Students in grade 5 were 46% proficient on the FSSA 2023 Science Assessment. Projectably, in 2024 students are slated to achieve 63% proficiency in Science. The problem/gap prior to 2023 was due to the lack of rigor prescribed by the Florida benchmarks. The problem/gap is occurring because of the lack of vocabulary acquisition and transferring this to real world situations. If explicit vocabulary instruction and real-world application occurred, the science proficiency rate would increase.

During Collaborative Planning throughout the 2022-2023 academic school year, teachers required consistent coaching around the benchmarks, the grade-level expectations and how to assess their students' understanding. As observed through classroom walkthroughs, as well as formal and informal observations, classroom teachers need more explicit training and coaching around target-task alignment, science vocabulary and terminology, as well as how to best utilize classroom experiments. Student tasks are not always focused on the benchmarks, their level of complexity and purpose. During the 2023-2024 academic school year, the Instructional Leadership Team alongside administration worked tirelessly to maintain focus in Science, conducting weekly instructional walkthroughs in grades 3-5, providing timely and targeted feedback, holding monthly student data reviews, collaborative planning and much more. Instructional Practice related to Science is still a major area of focus due to the fact that we do not want to lose momentum. The significant gains that have been made are due to the systems and procedures we've established as a school community focused on student growth. As a school, our administration and teachers will continue the hard-work and efforts made thus far to push students to their fullest potential. We will continue to hold weekly collaborative planning sessions, monthly data chats by grade-level and administration will consistently conduct classroom walkthroughs. Schoolwide walkthrough data will be presented to the staff and monitored against our SIP goals.

Measurable Outcome

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

In Science, students in grades 3-5 were 35% proficient in 2022 and 46% proficient in 2023.

Projectably, in 2024 students in grades 3-5 are slated to achieve 63% proficiency.

New Goal: Based on prior year data, the percentage of fifth grade students in 2025 achieving Science proficiency will increase 2%, presumably from 63% to 65% as measured by the 2025 EOY 5th grade Science Assessment.

Monitoring

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

Proficiency levels in every classroom will be monitored by district created module assessments, formative assessments, and standards-based teacher-created assessments. Leadership will monitor student tasks by way of walkthroughs, formal and informal observations.

Administrators will monitor core instruction through observations, using fidelity checklists and content rubrics aligned with modules and current grade level curriculum. Monitoring of Science Lab pre and posttests will also occur monthly.

Person responsible for monitoring outcome

Ashley Fellows

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Formative Assessment to Monitor Prior Ability: Any lesson planning must begin with teachers developing a deep understanding of what students already know and can do. In addition to learning what students know, teachers also need to learn how their students learn as well. Since they want all of their students to reach the same high level of thinking, this will require teachers to be particularly attentive during formative assessments, peer-to-peer discussions and will really require teachers to listen as well as talk in order to learn about their students' learning.

Rationale:

In one study, (Lingard, 2007), 1,000 classrooms were observed and there were particularly low levels of intellectual demand and an overpowering presence of teachers talking and students sitting passively waiting. We need to reverse this trend in classrooms and allow for more targeted classroom discussions that yield the goal we intend.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Ashley Fellows

By When/Frequency:

Weekly

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

Hold consistent collaborative planning sessions with teachers to engage in meaningful discussions and collective goal setting around improving student outcomes including, but not limited to teacher support, community outreach, active student engagement and strengthening a culture of high expectations for all students.

Action Step #2

Consistent Formative Assessment

Person Monitoring:

Ashley Fellows

By When/Frequency:

Monthly

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

A student's prior achievement has a powerful impact on his or her achievement. In order to fully enable a student to succeed, teachers need to closely monitor student data. Formative assessment data will be a main focus in Science and will ensure that all students are closely tracked and monitored. Monthly data chats with teachers will occur as well as student data chats between classroom teachers and students. Goal-setting will be incorporated so that each student knows exactly where they are headed and what it will take to get there.

Area of Focus #4

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)**Area of Focus Description and Rationale**

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

In regard to 2023-2024 schoolwide data, within grades 3-5, African Americans made up 22% (42/190 students). Breaking down 2023 PM 3 FAST data by ethnicity, 15 out of 42 African American students, 36%, in grades 3-5 were proficient in ELA and 17 out of 42 African American students, 40%, in grades 3-5 were proficient in Math. Out of the total number of African American students in grades 3-5, 20/42 students had at least 2 Early Warning Indicators.

To further dig down into the numbers for ELA, in 2024, 9/16 (56%) of 3rd grade African-Americans

were NOT proficient.

10/14 (71%) of African American 4th graders were NOT proficient.

7/11 (64%) of African American 5th graders were NOT proficient.

Overall, 26% of students who did NOT pass in fifth grade were African American.

37% of students who did NOT pass in fourth grade were African American.

45% of students who did NOT pass in third grade were African American.

In conclusion, by diving into the data in such a granular fashion, we were able to identify that it is imperative to focus on African American student achievement and proficiency.

To further dig down into the numbers for Math, in 2024, 7/16 (44%) of 3rd grade African-Americans were NOT proficient.

8/14 (57%) of African American 4th graders were NOT proficient.

8/11 (73%) of African American 5th graders were NOT proficient.

Overall, 29% of students who did NOT pass in fifth grade were African American.

28% of students who did NOT pass in fourth grade were African American.

29% of students who did NOT pass in third grade were African American.

In conclusion, by diving into the data in such a granular fashion, we were able to identify that it is imperative to focus on African American student achievement and proficiency.

Measurable Outcome

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

Overall, as noted by the granular data for grades 3-5 above, 35% of students who did NOT pass the 2024 ELA FAST Assessment were African-American.

Furthermore, only 37% of African-American students in grades 3-5 were proficient in ELA.

For the 2024-2025 academic school year, Sexton has set the goal of obtaining 45% proficiency in regard to African-American students in grades 3-5.

In Math, as noted above in the granular data for grades 3-5, 28% of students who did NOT pass the 2024 Math FAST Assessment were African-American.

Furthermore, only 44% of African-American students in grades 3-5 were proficient in Math.

For the 2024-2025 academic school year, Sexton has set the goal of obtaining 50% proficiency in regard to African-American students in grades 3-5.

Monitoring

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

In order to monitor this area of focus, the school-wide data team, alongside the ILT and classroom

instructors. will conduct quarterly data reviews in regard to the African American subgroup. We will discuss how well each action step put into place is currently affecting the subgroups data, what we can do to mitigate barriers and specific interventions that need to be audited and improved. Classroom teachers will be provided with this data during monthly data chats and will reflect on individual student attendance rates and academic performance.

Person responsible for monitoring outcome

Ashley Fellows

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Assure all teachers attend district-level training on Culturally Relevant Instructional Practices. -Build relationships. -Communicate high expectations for learning. -Promote social and emotional development. -Create learning environments with a focus on play and active learning, including literacy. -Implement developmentally appropriate curriculum and instruction.

Rationale:

Proactive, culturally competent teachers can work to counter misperceptions and create classroom environments where African American girls and boys feel welcome to learn, dream, and be themselves.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Description of Intervention #2:

Incorporate a focus on the Culturally Relevant Instructional Practices during grade level collaborative planning in ELA, Math and Science.

Rationale:

Students of all backgrounds need inclusive practices to be successful. It is important to all students that they feel supported and seen in the classroom, without these practices schools start to see a decline in graduation rates and an increase in dropout rates. Many students with diverse backgrounds already come to school with disadvantages surrounding their education and homelife. Educators should be familiar with culturally responsive practices and become confident in incorporating them into the classroom for the success and wellbeing of their students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring:

By When/Frequency:

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

Area of Focus #5

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

The area of focus on students with disabilities is crucial in education as it directly impacts student learning and academic success. Students with disabilities face unique challenges that can affect their ability to learn and succeed in school. It is critical to focus on their success and proficiency rates in elementary school for several reasons:

1. **Equity and Inclusion:** Focusing on the success of students with disabilities promotes equity and inclusion in the educational system, ensuring that all students have the opportunity to reach their full potential.
 2. **Positive Impact on School Culture:** Fostering a culture that supports the success of students with disabilities benefits the entire school community. It promotes empathy, understanding, and respect for diversity, creating a more inclusive and supportive learning environment for all students.
 3. **Closing the Achievement Gap:** Students with disabilities often face achievement gaps compared to their peers without disabilities. By focusing on their success and proficiency rates, we can work towards closing this gap and ensuring that all students have the opportunity to excel academically.
- In conclusion, focusing on the success and proficiency rates of students with disabilities at Sexton is critical for promoting equity, providing individualized support, meeting legal obligations, fostering a positive school culture, improving long-term outcomes, and closing achievement gaps. By prioritizing the needs of these students, we can create a more inclusive and supportive learning environment that benefits the entire school community.

Measurable Outcome

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

According to the 2022-2023 ESSA subgroup data summary, Sexton's population of students with disabilities was marked at 17% for Federal percentage points.

According to the 2022-2023 data, 21% of SWD were proficient in ELA and 13% were proficient in Math. 17% of SWD were proficient in Science. Comparatively, in 2021-2022, only 12% of SWD were proficient in ELA (increased 9% in 2023). Furthermore, in 2021-2022 only 10% of SWD were proficient in Math (increased 3% in 2023).

Goals for 2024-2025:

ELA: 25% of SWD will be proficient

Math: 20% of SWD will be proficient

Monitoring

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

Monitoring students with disabilities and their impact on student learning is crucial for ensuring their success and proficiency rates at Sexton Elementary. Here is an outline of the monitoring process we will follow in order to ensure proficiency rates of students with disabilities increase:

1. Data Collection:

- Identify students with disabilities: Collect data on students with disabilities, including their specific needs, Individualized Education Plans (IEPs), and current academic performance in Math and ELA.
- Assessments: Administer regular assessments to measure students' math proficiency levels and progress over time. Use a variety of assessment tools, such as standardized tests, formative assessments, and teacher observations.

2. Data Analysis:

- Analyze student data: Examine the assessment results to identify trends, strengths, weaknesses, and areas for improvement among students with disabilities.
- Achievement Gaps: For example, compare the math proficiency rates of students with disabilities to those without disabilities to identify achievement gaps and disparities that need to be addressed.

3. Individualized Support:

- Targeted Interventions: Implement targeted interventions and support strategies to address the unique learning needs of students with disabilities. Provide additional resources, small group instruction, tutoring, and assistive technology as needed.

4. Progress Monitoring:

- Regular Progress Checks: Continuously monitor students' progress towards their math proficiency goals outlined in their IEPs. Conduct regular progress checks to assess growth, adjust strategies, and provide timely feedback.
- Administration will meet monthly with ESE Interventionists and classroom teachers to ensure that everyone is on the same page.
- Data Review Meetings: Hold data review meetings with teachers, special education staff, and administrators to analyze student data, discuss progress, and make data-driven decisions to support

students with disabilities.

5. Professional Development:

- Training and Support: Provide ongoing professional development for teachers and staff on best practices for supporting students with disabilities in ELA and Math. Offer training on differentiated instruction, Universal Design for Learning (UDL), and strategies for inclusive classrooms.

6. Family Involvement:

- Engage Parents: Involve parents and caregivers in the monitoring process by sharing student progress, discussing goals, and seeking their input on support strategies. Encourage open communication and collaboration between school and home.

By implementing a comprehensive monitoring process that includes data collection, analysis, individualized support, progress monitoring, professional development, and family involvement, schools can effectively track and improve proficiency rates of students with disabilities at Sexton. This systematic approach ensures that students with disabilities receive the necessary support and interventions to succeed academically and reach their full potential.

Person responsible for monitoring outcome

Ashley Fellows

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Provide one-to-one instruction, assistive technology and multisensory teaching methods engage multiple senses (e.g., sight, sound, touch) to reinforce learning.

Rationale:

These approaches can be particularly beneficial for students with learning disabilities. For example, for students with dyslexia, a multisensory reading program might incorporate tactile materials and auditory cues alongside traditional text.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Provide Assistive Technology and Resource Material to Ensure Multi-Sensory Instruction Occurs

Person Monitoring:

Ashley Fellows

By When/Frequency:

Monthly

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

Advances in technology have opened up a world of possibilities for students with learning disabilities. Specialized software, speech-to-text tools, and digital audiobooks can provide invaluable support. Assistive technology can make learning more accessible and independent for these students. A needs assessment will be taken, teachers will provide input as to their specific needs and funds will be allocated for any purchases in this area. Multi-sensory resources and instructional material will be provided and any professional development that coincides will be scheduled and planned for.

Action Step #2

Provide Professional Development for ESE Teachers and Paraprofessionals

Person Monitoring:

Ashley Fellows

By When/Frequency:

Monthly

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

Teachers should receive ongoing training and professional development to stay up-to-date with the latest research and best practices for supporting students with learning disabilities. A well-informed teacher can make a significant difference in a student's learning journey. We will schedule onsite job-embedded professional development and ensure that all teachers, not just ESE teachers, have the availability to participate. Follow-up afterwards and ensure that training and development is being properly implemented.

Action Step #3

Leadership Will Conduct Monthly Student Data Meetings with Teachers and ESE Specialists

Person Monitoring:

Tony Pleshe

By When/Frequency:

Monthly

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

1. Regular Progress Checks: Continuously monitor students' progress towards their math proficiency goals outlined in their IEPs. Conduct regular progress checks to assess growth, adjust strategies, and provide timely feedback. 2. Administration will meet monthly with ESE Interventionists and classroom teachers to ensure that everyone is on the same page. 3. Data Review Meetings: Hold data review meetings with teachers, special education staff, and administrators to analyze student data, discuss progress, and make data-driven decisions to support students with disabilities.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

reviewed.

School attendance is critical for academic success. Less instruction means less learning. It also means less time to form connections with teachers and peers. And, once students fall behind academically, it can be extremely difficult for these children — and especially children with limited resources — to catch up.

Measurable Outcome

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

According to our 2023-2024 schoolwide attendance data, 105/368 students in all grades (29%) were absent more than 10% of the school year. Our average daily attendance rate was 91%. Furthermore, 31 students out of 38 were absent more than 20% of the school year.

Goals for 2024-2025:

Sexton Elementary will achieve a daily average attendance rate of 94% for the 2024-2025 school year.

Sexton Elementary will reduce our number of students who are absent more than 10% by 5% which would equate to 24% (roughly a reduction of 15 students).

Monitoring

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

We will monitor student attendance on a weekly basis. The school guidance counselor and our social worker will work with targeted groups of students who would benefit from an attendance intervention program. The leadership team, instructional coaches and front office staff will monitor the attendance rate of teachers and parents who attend school-wide functions and community events throughout the year.

Person responsible for monitoring outcome

Tony Pleshe

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

1. Monitor student absences through the Child Study Team and make personal phone calls to parents regarding their students' absences.
2. Incentivize students who increased their rate of attendance.
3. Pro-actively contact parents of students who had attendance concerns during the 2022-2023 school year to assist.
4. Enforce a policy of no early release for students during the last 30 minutes of the day.
5. Small group counseling for students with attendance concerns, incentives, mentors and

weekly check-in systems will be in place. 6. Incorporate parent incentives to help families get students to class on-time. 7. Increase the number of teacher leaders to spearhead family engagement programs and events schoolwide throughout the year. 8. Monitor attendance of both adults and children who attend our community involved events here at school. 9. Utilize various social media platforms in order for us to advertise school events throughout the year.

Rationale:

Chronic absenteeism also places students at greater risk of dropping out of school, and this early academic exit can carry lifelong consequences, reducing both an individual's employment and earning options far into adulthood.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:**Action Step #1**

Hold weekly CST Meetings and Share Attendance Data Promptly

Person Monitoring:

Tony Pleshe

By When/Frequency:

Weekly

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

Monitor student absences through the Child Study Team and make personal phone calls to parents regarding their students' absences. Share student attendance data with all teachers and staff. Post attendance data on our school website.

Action Step #2

Incentivize students who increased their rate of attendance.

Person Monitoring:

Tony Pleshe

By When/Frequency:

Monthly

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

Provide incentives and rewards for students who showcase exceptional attendance. Individually rewards students for meeting specific attendance goals.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

Each year at open house we have a parent meeting where we share our school goals (SIP), Title I plan which includes how we are utilizing UniSig funds, and overall expectations for the year. The meeting is recorded and posted on our school website. In addition to this meeting, we developed a one pager that is available to parents that outlines our major initiatives. The first SAC meeting of the year is used to break down last year's data and share the action steps and goals.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Family engagement is a regular practice here at Sexton Elementary School. Activities include parent-teacher conferences, regular reports about student progress, alongside an active PTA and SAC. We encourage our families to volunteer or come for lunch throughout the year. Several social events are planned throughout the year as well as schoolwide fundraisers.

During the beginning of the year parents visit the classrooms. Teachers will provide additional information on the subjects they teach, as well as share the Pinellas County Schools Student Expectations, use of Restorative Practice circles with Social-Emotional Learning skills embedded, formative and standardized assessment plans and how parents can assist at home. Some of the same information will have been provided to parents at Meet the Teacher events, in the students' opening day packets sent home on the first day of school and documented in the Student Agendas.

Teachers will maintain sign-in sheets and provide a copy to the administration / Title I Audit Box coordinator who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Parents will be provided a survey to complete to provide input or to ask questions. Further communication throughout the year will occur through the use of monthly School Newsletters, monthly SAC Meetings, reminder Agenda stickers, School Messenger, Class Dojo messaging, advertisement of events on the school marquee, posting info on the website, and distribution and displaying of flyers on the Title I “Family Station” table in the front lobby for parent convenience.

Plans to Strengthen the Academic Program

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

Collaborative Planning and Monthly Data Meetings will focus on data analysis, standards-based instruction and problem solving. In addition, teachers and students will continuously monitor progress and goal setting with action steps that partners with families moving towards increased proficiency. The team will create a calendar that aligns with district deadlines and allows for data chats with grade level teams. Continued implementation of schoolwide PBIS strategies will be monitored and modified to create a positive culture and climate. Within team PLCS, the focus will be on standards-based learning, data analysis and collaborative planning. Teachers will work alongside the ILT to plan and goal set in order to increase student achievement. The team will progress monitor and make the necessary changes needed to continue growth towards proficiency with intentionality. There will be a heavy emphasis on teacher training. A positive school culture provides a safe, supportive, encouraging, inviting, and challenging environment for all stakeholders, which in turn allows students' academic achievement to flourish. Involving all stakeholders in creating processes, clearly defining and teaching expectations is critical. Our team will continue to link our PBIS School wide initiatives to these events to increase awareness and strengthen the connection between home and school. We will continue to effectively using data to progress monitor (ILT, SAC and staff) so that the goals of increasing student academic performance, safety, and establishing positive school climates can be achieved.

How Plan is Developed

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

School staff, families and community have the opportunity to share input for our School Improvement

Plan. This is done through surveys, listening sessions and the use of the Title I CNA.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

Sexton Elementary will ensure counseling and mental health services for students by hiring trained professionals such as school counselors, psychologists, and social workers. These professionals will provide individual and group counseling sessions as well as crisis intervention and support for students in need. Mentoring services will be established by recruiting adult volunteers from the community who can serve as positive role models and provide guidance and support to students. These mentors will offer one-on-one sessions, as well as group activities and workshops to help students develop important life skills and build peer relationships. Other strategies to improve students' skills will include implementing social-emotional learning programs and providing academic support services after-school.

Preparing for Postsecondary Opportunities and the Workforce

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

Teachers, counselors and school leaders at Sexton will do the following in order to help students explore potential career paths and understand the importance of education and skills development:

1. Introduce a wide variety of careers through books, videos, guest speakers, and classroom activities.
2. Foster curiosity and exploration through hands-on activities, projects and field trips.
3. Connect learning to real-world applications and help students understand how the knowledge and skills they are learning in school can be applied in the real world.
4. Involve parents and educators by collaborating with them to support in the exploration of various career paths. Provide resources and information about CTE programs, vocational training, apprenticeships, and post-secondary educational pathways.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the

Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

Implementing a schoolwide tiered model to prevent and address problem behavior, as well as provide early intervening services coordinated with activities and services under the Individuals with Disabilities Education Act (IDEA), involves a structured approach to supporting all students' behavioral and academic needs. Here is a step-by-step guide on how Sexton Elementary will implement such a model:

1. Establish a Schoolwide Behavior Support Team: Form a team of educators, administrators, counselors, and behavior specialists to oversee the implementation of the tiered model. This team will be responsible for developing, implementing, and monitoring the behavior support system.
2. Conduct a Needs Assessment: Identify the specific behavior and academic needs of students in the school through data collection, observations, and behavior screenings. Determine the risk factors and early warning signs of students who may be at risk of developing problem behaviors.
3. Develop a Tiered Model: Create a tiered model of support that includes three levels of intervention: universal, targeted, and intensive. The universal level includes schoolwide strategies to promote positive behavior and prevent problems, while the targeted and intensive levels provide additional support for students who require more individualized interventions.
4. Implement Evidence-Based Practices: Use evidence-based practices to support positive behavior, such as positive behavior interventions and supports (PBIS), social-emotional learning programs, and restorative practices. Provide professional development for staff on how to implement these practices effectively.
5. Coordinate with IDEA Services: Ensure that the tiered model aligns with the requirements of IDEA and provides early intervening services for students who may be at risk of developing disabilities. Coordinate with special education services to provide additional support for students with disabilities or who require individualized education plans (IEPs).
6. Monitor Progress and Adjust Interventions: Regularly monitor students' progress and evaluate the effectiveness of the interventions. Use data to make informed decisions about adjusting interventions and providing additional support as needed.
7. Provide Professional Development and Support: Offer ongoing training and support for teachers and staff to implement the tiered model successfully. Provide resources, coaching, and collaboration opportunities to ensure that all educators are equipped to support students' behavioral and academic

needs.

8. Collaborate with Families and Community Partners: Involve families and community partners in the implementation of the tiered model. Communicate regularly with parents about their child's progress and involve them in decision-making processes. Collaborate with community agencies to provide additional support and resources for students and families.

By following these steps and implementing a schoolwide tiered model that integrates early intervening services under IDEA, we can effectively prevent and address problem behaviors, support all students' academic and behavioral needs, and create a positive and inclusive learning environment for all students.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

Professional learning for teachers to improve instruction in math and support students in the lower quartile involves targeted training and ongoing support to enhance teachers' pedagogical skills and strategies for addressing the needs of struggling learners. Additionally, utilizing data and assessments can help in recruiting and retaining effective teachers by providing insights into teachers' performance and areas for growth. Here is a comprehensive approach to professional learning and data-driven practices that Sexton Elementary will implement:

1. Professional Learning for Teachers:

- Identify specific areas of need: Conduct needs assessments to identify the areas in which teachers require support, especially in math instruction and supporting students in the lower core tile.
- Provide targeted professional development: Offer training sessions focused on effective math instruction strategies, differentiation techniques, and interventions for struggling learners.
- Collaborative learning communities: Establish professional learning communities where teachers can collaborate, share best practices, and learn from each other's experiences.
- Coaching and mentoring: Provide individualized coaching and mentoring to support teachers in implementing new instructional strategies and interventions effectively.
- Ongoing support: Offer ongoing support and follow-up training to ensure that teachers can continuously improve their math instruction and support for struggling students.

2. Use of Data and Assessments:

- Data analysis: Utilize student data, including formative and summative assessments, to identify students in the lower quartile and track their progress over time.

- Individualized instruction: Use data to inform instructional decisions and differentiate instruction based on students' specific needs and learning styles.
- Teacher evaluation: Use data on student achievement and growth to evaluate teachers' effectiveness in supporting students in math and the lower quartile.
- Professional development planning: Use data on teachers' performance to identify areas for growth and tailor professional learning opportunities to address their specific needs.
- Recruitment and retention: Use data on teacher effectiveness to inform recruitment efforts and retain effective teachers by providing targeted support and professional development opportunities.

By implementing a comprehensive approach that combines professional learning for teachers with the use of data and assessments, Sexton can improve math instruction, support students in the lower quartile, and recruit and retain effective teachers. This approach can lead to better outcomes for students and create a supportive and collaborative learning environment for teachers.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

Assisting preschool children in the transition from early childhood education programs to kindergarten is crucial for ensuring a smooth and successful start to their academic journey. Here are some strategies that Sexton Elementary will employ to support this transition:

1. Collaboration and Communication: Establish strong communication and collaboration between the preschool program and our kindergarten teachers. This can include sharing information about each child's strengths, needs, and individualized learning plans.
2. Transition Meetings: Organize transition meetings between preschool teachers, kindergarten teachers, parents, and the child to discuss the child's progress, strengths, and areas for growth. This can help create a seamless transition plan tailored to the child's needs.
3. Familiarization Visits: Offer opportunities for preschool children to visit the kindergarten classrooms, meet their future teachers, and explore the school environment. This can help alleviate anxiety and build familiarity with the new setting.
4. Parent Orientation Sessions: Conduct orientation sessions for parents to provide information about the kindergarten curriculum, school policies, and ways to support their child's transition to elementary school. This can also address any concerns or questions that parents may have.

5. Transition Activities: Plan transition activities and programs to help preschool children develop the necessary skills and routines for kindergarten. This can include practicing school routines, such as lining up, following directions, and using school materials.

6. Social-Emotional Support: Provide social-emotional support to help preschool children develop positive relationships with peers and teachers, build confidence, and manage emotions. This can involve activities that promote social skills, cooperation, and empathy.

7. Individualized Support: Offer individualized support for children who may need additional assistance with the transition. This can include extra practice with school readiness skills, support from a school counselor, or accommodations based on the child's needs.

8. Continuity of Learning: Ensure continuity of learning by aligning preschool and kindergarten curricula, teaching strategies, and assessment practices. This can help build on children's prior knowledge and experiences, fostering a smooth transition to the new grade level.

By implementing these strategies, Sexton Elementary will be able to successfully support our preschool children in transitioning successfully from our early childhood education program to kindergarten. This collaborative and holistic approach will help children feel confident, prepared, and excited to start their academic journey in kindergarten.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

This will occur through data analysis, collaborative discussions focused on available resources and utilizing the needs assessment process that informs evidence based planning.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Instructional reviews conducted on a continuous process to review our school's performance data trends, conduct classroom walkthroughs, assist with development of coaching plans and review school improvement plan(s) to address opportunities for improvement.

- Classroom walkthroughs with actionable feedback to gather data and provide feedback to instructional personnel and administrators to inform instructional practices for improved student achievement.
- Action Planning
- Monitor and support for evidence of implementation and impact
- Progress Monitoring Data Review is the quarterly survey used to gather instructional personnel and student data to inform state, district and school leaders about professional capacity and school climate as related to student achievement.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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