

Pinellas County Schools

John M. Sexton Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	30
V. Reading Achievement Initiative for Scholastic Excellence	30
VI. Title I Requirements	32
VII. Budget to Support Areas of Focus	33

John M. Sexton Elementary School

1997 54TH AVE N, St Petersburg, FL 33714

<http://www.sexton-es.pinellas.k12.fl.us>

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 parent), 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://www.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)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

To inspire and engage students to achieve their highest potential leading to college, career and life.

Provide the school's vision statement.

100% Student Success

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Pleshe, Tony	Principal	<p>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.</p> <ul style="list-style-type: none"> • 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.
Fellows, Ashley	Assistant Principal	<p>Assists Principal in:</p> <ul style="list-style-type: none"> • 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 as it

Name	Position Title	Job Duties and Responsibilities
		relates to students, staff, and school community.

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. (ESSA 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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

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.

Demographic Data

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	57%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD)* English Language Learners (ELL)

(subgroups below the federal threshold are identified with an asterisk)	Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History	2021-22: D 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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 days	2	6	10	8	13	18	0	0	0	57	
One or more suspensions	0	0	0	0	0	3	0	0	0	3	
Course failure in English Language Arts (ELA)	0	3	3	1	3	3	0	0	0	13	
Course failure in Math	0	4	0	1	3	12	0	0	0	20	
Level 1 on statewide ELA assessment	0	3	0	0	28	0	0	0	0	31	
Level 1 on statewide Math assessment	0	0	0	1	2	27	41	0	0	71	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	1	0	0	0	0	0	1	

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	3	17	26	42	0	0	0	88

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	3	17	26	42	0	0	0	88

Prior Year (2022-23) As Initially 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 days	0	21	25	28	18	28	0	0	0	120	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	1	0	0	0	0	1	
Course failure in Math	0	0	0	0	1	4	0	0	0	5	
Level 1 on statewide ELA assessment	0	0	0	4	11	0	0	0	0	15	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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	0	0	0	1	3	4	0	0	0	8

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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 days	0	21	25	28	18	28	0	0	0	120	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	1	0	0	0	0	1	
Course failure in Math	0	0	0	0	1	4	0	0	0	5	
Level 1 on statewide ELA assessment	0	0	0	4	11	0	0	0	0	15	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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	0	0	0	1	3	4	0	0	0	8

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	45	55	56	42	54	57
ELA Learning Gains	45	62	61	49	59	58
ELA Lowest 25th Percentile	35	55	52	48	54	53
Math Achievement*	45	62	60	51	61	63
Math Learning Gains	40	65	64	52	61	62
Math Lowest 25th Percentile	35	54	55	43	48	51
Science Achievement*	35	57	51	35	53	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	44			53		

** 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.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	324
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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%
SWD	16	Yes	3	3
ELL	52			
AMI				
ASN	62			
BLK	41			
HSP	43			
MUL				
PAC				
WHT	37	Yes	1	
FRL	38	Yes	1	

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)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	45	45	35	45	40	35	35					44
SWD	12	21	19	10	19		12					
ELL	47	55		56	58							44
AMI												
ASN	63	73		68	45							
BLK	33	42	50	38	43		40					
HSP	46	39		54	46		30					
MUL												
PAC												
WHT	48	47	29	41	34	29	33					
FRL	40	44	41	41	36	30	28					47

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	45	49	56	48	34	37	44					59
SWD	16			26								
ELL	39			61								59
AMI												
ASN	56			67								
BLK	47	40		47	33		33					
HSP	47			62								58
MUL	36			45								
PAC												
WHT	44	53		42	29	40	48					
FRL	43	51		47	36	36	45					58

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	42	49	48	51	52	43	35					53
SWD	13	43	43	18	47	47	0					
ELL	32	53		32	47							53

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
AMI												
ASN	50	67		61	67							
BLK	29	40	46	35	42	43	17					
HSP	39	52	55	44	56	50	40					38
MUL	53	45		47	36							
PAC												
WHT	46	49	44	58	55	33	42					
FRL	37	45	45	46	49	36	29					46

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	57%	-19%	54%	-16%
04	2023 - Spring	61%	58%	3%	58%	3%
03	2023 - Spring	53%	53%	0%	50%	3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	68%	62%	6%	59%	9%
04	2023 - Spring	63%	66%	-3%	61%	2%
05	2023 - Spring	43%	61%	-18%	55%	-12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	45%	60%	-15%	51%	-6%

III. Planning for Improvement

Data Analysis/Reflection

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

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

The past two years we have noticed that our 5th grade cohort of students tend to score lower than the previous year.

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

Fifth grade ELA data has declined the past two years.

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.

At this time, we are noticing the gap between our black and nonblack students increasing in our primary grades.

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

Science proficiency increased 10% from last year.

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

When looking at test scores and absenteeism, we are seeing a correlation. Also, we are over identifying students with learning disabilities.

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

Active Collaboration (Target Task Alignment)
Data Driven Decisions
Promoting Positive Student Behavior

Area of Focus

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

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students in grades 3-5 combined were 50% proficient on the 2023 FAST Assessment in ELA. Looking at each grade level revealed a prevalent trend at Sexton Elementary's ELA data; students' proficiency rate is much lower in fifth grade as opposed to their fourth-grade percentage rate. Last year, in third grade, 53% (31/59 students) were proficient in ELA. In fourth grade, 61% (36/59 students) were proficient in ELA. In fifth grade, 38% (27/71 students) were proficient in ELA.

The problem/gap is occurring 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.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percentage of all students achieving ELA proficiency in grades 3-5 will increase 10%, from 50% to 60% as measured by the ELA FAST Assessment of 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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 (pleshet@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 will be a main 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 for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. The ELA Coach will support: 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. This benchmark study will provide teachers with the opportunity to compare benchmarks vertically across grade-levels, assessment limits and the task demands of each benchmark.

Person Responsible: Ashley Fellows (fellowsa@pcsb.org)

By When: This action step will be ongoing throughout the 2023-2024 school year. Return on investment will be determined after PM 3 F.A.S.T.

2. The ELA Coach will support: Classroom teachers will be provided with weekly coaching and support around target-task alignment during Collaborative Planning in order to narrow their focus on the specific skill that students need to practice in order to master the proficiency level of each benchmark.

Person Responsible: Ashley Fellows (fellowsa@pcsb.org)

By When: This action step will be ongoing throughout the 2023-2024 school year. Return on investment will be determined after PM 3 F.A.S.T.

3. The ELA Coach will support: Classroom teachers will be provided with weekly coaching and support around formative assessment creation and data monitoring. By way of producing FAST style formative assessments in order monitor student progress towards proficiency, teachers will be better able to audit and improve their own instruction.

Person Responsible: Ashley Fellows (fellowsa@pcsb.org)

By When: This action step will be ongoing throughout the 2023-2024 school year. Return on investment will be determined after PM 3 F.A.S.T.

The ELA coaches will work closely with our school educational diagnostician with our Tier II and III scholars. They will collaborate with the literacy and math coaches about Tier II and III students' progress. The ELA coaches and educational diagnostician will have a laser-like focus on Tier II and III students. Tier II students will receive an additional 30 minutes daily of small group instruction. (progress monitoring bi-weekly) Tier III will receive 60 minutes of small group instruction. (progress monitoring weekly) The ELA coaches will collaborate with the content area coaches on how to differentiate instruction during core. They will provide adequate professional development as needed on implementing RTI with fidelity. Additionally, they will work with small groups.

Person Responsible: Tony Pleshe (pleshet@pcsb.org)

By When: Ongoing throughout the year.

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students in grades 3-5 combined were 57% proficient on the 2023 FAST Assessment in Math. The problem/gap is occurring due to the lack of rigor prescribed by the Florida B.E.S.T. benchmarks. In general, most teachers in grades 3-5 had a very basic understanding of the math strategies and skills needed to instruct such rigorous equations and concepts. Teachers require more training and education around grade-level benchmarks and teaching skills. 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 in math. 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.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percentage of all students achieving Mathematics proficiency in grades 3-5 will increase 5%, from 57% to 62% as measured by the FAST Assessment of 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Proficiency levels in every classroom will be monitored by district created mathematics monthly 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 (pleshet@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Benchmark studies will be provided in order to gain a deeper understanding of the B.E.S.T. Mathematics Benchmarks as a non-negotiable for improving student outcomes. Target-task alignment 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 for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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 Mathematics will increase.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. The Math Coach will support: 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. This benchmark study will provide teachers with the opportunity to compare benchmarks vertically across grade-levels, assessment limits and the task demands of each benchmark.

Person Responsible: Ashley Fellows (fellowsa@pcsb.org)

By When: This action step will be ongoing throughout the 2023-2024 school year. Return on investment will be determined after PM 3 F.A.S.T.

2. The Math Coach will support: Classroom teachers will be provided with weekly coaching and support around target-task alignment during Collaborative Planning in order to narrow their focus on the specific skill that students need to practice in order to master the proficiency level of each benchmark.

Person Responsible: Ashley Fellows (fellowsa@pcsb.org)

By When: This action step will be ongoing throughout the 2023-2024 school year. Return on investment will be determined after PM 3 F.A.S.T.

3. The Math Coach will support: Classroom teachers will be provided with weekly coaching and support around formative assessment creation and data monitoring. By way of producing FAST style formative assessments in order monitor student progress towards proficiency, teachers will be better able to audit and improve their own instruction.

Person Responsible: Ashley Fellows (fellowsa@pcsb.org)

By When: This action step will be ongoing throughout the 2023-2024 school year. Return on investment will be determined after PM 3 F.A.S.T.

The Math coaches will work closely with our school educational diagnostician with our Tier II and III scholars. They will collaborate with the literacy and math coaches about Tier II and III students' progress. The MTSS coaches and educational diagnostician will have a laser-like focus on Tier II and III students. Tier II students will receive an additional 30 minutes daily of small group instruction. (progress monitoring bi-weekly) Tier III will receive 60 minutes of small group instruction. (progress monitoring weekly) The MTSS coaches will collaborate with the content area coaches on how to differentiate instruction during core. They will provide adequate professional development as needed on implementing RTI with fidelity. Additionally, they will work with small groups.

Person Responsible: Tony Pleshe (pleshet@pcsb.org)

By When: Ongoing

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

2023 data resulted in 45% proficiency in science. The problem/gap is occurring because students did not have enough practice at the level of rigor prescribed by the Florida Standards. Students also lacked the foundational skills necessary from previous grade levels to score proficiently in fifth grade.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Science proficiency will increase by 10%. SSA data in science will show 55% of our students in grade 5 will perform at or above proficiency in 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Proficiency levels in every classroom will be monitored by district created 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 (pleshet@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Utilize science curriculum materials to create a common foundation of standards-aligned, rigorous expectations for all students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Instruction will be explicitly planned in regard to fifth grade, monitored and supported by district leadership staff and the instructional coaching staff of Sexton Elementary. Additionally, teams will plan to utilize an Equity Mindset, and Culturally Relevant Instructional Strategies within a classroom that provides supportive structures through PBIS and Restorative Practices.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Ensure that grades K-5 have a deep understanding of the science curriculum, materials management, and curriculum pacing/scheduling.

Person Responsible: Tony Pleshe (pleshet@pcsb.org)

By When: This will be ongoing throughout the 2023-2024 school year.

2. Provide grade-level coaching and job-embedded professional development during collaborative planning around best practice teaching strategies in science.

Person Responsible: Tony Pleshe (pleshet@pcsb.org)

By When: This will be ongoing throughout the 2023-2024 school year.

3. Conduct walkthroughs, as well as formal and informal observations in order to monitor, audit and improve classroom instruction in science.

Person Responsible: Tony Pleshe (pleshet@pcsb.org)

By When: This will be ongoing throughout the 2023-2024 school year.

#4. Instructional Practice specifically relating to Small Group Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

After analyzing walkthrough trends, observation outcomes, collaborative planning and fluid student data throughout the year in ELA and Mathematics, it was determined that small group instruction was not occurring with fidelity or was not being implemented to target the specific skills needed to accelerate the learning of students in relation to the benchmarks being targeted. Looking at school-wide trends, in instances where small group work or teacher led small group instruction was occurring regularly for all students, the skills being targeted were not designed to accelerate the learning of all students in the class. They were either not targeting the foundational skills or were not rigorous enough to provide students with the depth of skills necessary to see a year's worth of growth. In addition, small groups were not being differentiated to accelerate the students' ongoing and fluid needs, based on ongoing formative assessment. Very often, groups were stagnant all marking period and did not fluctuate depending on specific student needs according to the benchmarks. This is consistent in both ELA and Mathematics. Based on PLC data chats, ELFAC data, monthly assessments and FSA scores, and walkthrough trends, more support is needed to provide teachers with the skills and strategies that students require in order to accelerate their current level of performance in both ELA and Mathematics.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Proficiency in ELA will increase from 50% to 60% in grades 3-5 as measured by the FAST and proficiency in math will increase from 57% to 62%.

We will also see a year's worth of growth- 63% or more of students will grow 1 year or more in grades K-5 as measured by either the STAR Early Literacy Assessment (K-2), iReady (K-5) or the FSA in grades 3-5. This growth will remain consistent in the area of mathematics with proficiency of students growing from 57% to 62% in grades 3-5 as measured by the same assessment.

Our lowest quartile of students will see growth over 50% in both Mathematics and ELA.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by the action steps below, including teacher change in instruction based on feedback given during walkthroughs and observations, ELFAC training, student data collection both formal and informal, quarterly student data chats, subgroup growth as monitored during SBLT/PLC and Monthly Vertical Data Chat Meeting work from formative assessment checks given between formal progress monitoring windows.

Person responsible for monitoring outcome:

Ashley Fellows (fellowsa@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Differentiated instruction provided during flexible and fluid small group instruction, including supports for students with exceptional student needs, ELL support, foundational skills interventions as well as advanced tasks for students working above the benchmarks. Teachers and administration will co-develop a professional learning plan that results in improved instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students need interventions based on their individual academic needs. Using assessment data to determine gaps in learning will allow us to identify a research-based intervention aligned to close those gaps. Training teachers on various strategies and assessment tools and tracking data as a team will allow us to make instructional decisions as needed. We need to be able to audit and improve our instruction in a fluid manner, as students learn new skills and increase their academic level, teachers need to reassess and audit their instruction to fit the specific needs of their students. Professional learning will be provided to allow teachers to identify new ways to reach students' instructional needs.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Provide professional learning opportunities and training to all teachers K-5 based on research-based best practice: ELFAC, word lists, foundational reading and mathematics skills and comprehension assessments.

Person Responsible: Ashley Fellows (fellowsa@pcsb.org)

By When: This action step will be ongoing throughout the 2023-2024 school year.

2. Utilize data sources to determine instructional needs and develop small group reading plans based on data. This process should be fluid, data chats should happen monthly and therefore student groups should be flexible and change often depending on skill and focus.

Person Responsible: Ashley Fellows (fellowsa@pcsb.org)

By When: This action step will be ongoing throughout the 2023-2024 school year.

3. Provide regular structure for planning/PLCs/MTSS/Monthly Data Chats where teachers regularly engage in data analysis as well as develop next steps and a plan to provide needed interventions. Administration, school site coaches and district coaches will work with teachers to align interventions to students needs/data.

Person Responsible: Ashley Fellows (fellowsa@pcsb.org)

By When: This action step will be ongoing throughout the 2023-2024 school year.

4. Utilize administrator walkthrough data to provide timely feedback to each teacher individually and to the whole school via trends. Communicate and highlight effective evidence-based practices that are impacting student achievement with the entire staff.

Person Responsible: Ashley Fellows (fellowsa@pcsb.org)

By When: This action step will be ongoing throughout the 2023-2024 school year.

5. Ensure professional development is content-focused, relevant, and actionable. Utilize PLC meetings to provide job-embedded professional development that can be directly implemented during small group instruction.

Person Responsible: Ashley Fellows (fellowsa@pcsb.org)

By When: This action step will be ongoing throughout the 2023-2024 school year.

#5. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Overall, in grades K-5, African Americans made up 22% of the total student population in 2022-2023 (98/453 students). In grades 3-5, African Americans made up 23% (46/203 students).

Breaking down 2023 PM 3 FAST data by ethnicity, 14 out of 42 African American students, 33%, in grades 3-5 were proficient in ELA and 18 out of 41 African American students, 44%, in grades 3-5 were proficient in Math.

Out of the total number of students in K-5, 94 students had 2 Early Warning Indicators, which was 21% of the total student population. Of those 94 students, 32% were African American, 30/94 students. The African American subgroup had the greatest percentage of Early Warning Indicators.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In grades 3-5, the number of African Americans who are proficient in both ELA and Math will increase by 10% as measured by the 2024 FAST Assessment in ELA and Math. In detail, the proficiency of African Americans in ELA, grades 3-5, will increase from 33% to 43%. Furthermore, the proficiency of African Americans in Math, grades 3-5, will increase from 44% to 54%.

Based on the data, Sexton Elementary will decrease the number of African American students with Early Warning Indicators by 10%, therefore only 19 or less African American students will have more than one Early Warning Indicator.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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 (fellowsa@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

As a school, we will strategically focus our efforts on student attendance. Our school guidance counselor and our social worker will intervene with students that have a history of poor attendance within the first four weeks of school. They will hold small-group interventions to support them and contact parents immediately in order to foster a positive relationship. In order to reduce the number of African American students with an Early Warning sign of course failure, we will be ensuring that these identified students from 2022-2023 are provided with a mentor. Mentors will meet with them bi-weekly to discuss academic performance, provide emotional support and connect with their teacher on critical areas of need. Identified students will be strategically discussed during monthly data chats and goals will be set, monitored by classroom teachers and coaches.

Also, strategic small-group interventions will start in September for grades 3-5 to support these specific students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies were chosen due to the fact that they are research based best practices for academic improvement. They support a student's academic, social and emotional needs. These strategies can be effectively monitored through the use of digital data walls that are shared throughout the school, including the leadership team, school guidance counselor, psychologist and instructional coaches.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Assure all teachers attend district-level training on Culturally Relevant Instructional Practices.

Person Responsible: Tony Pleshe (pleshet@pcsb.org)

By When: Training and job-embedded PD will be ongoing throughout the 2023-2024 school year.

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

Person Responsible: Tony Pleshe (pleshet@pcsb.org)

By When: Ongoing- this will occur throughout the school year.

3. Monitor the use of Culturally Relevant Instructional Practices during classroom visits and observations.

Person Responsible: Tony Pleshe (pleshet@pcsb.org)

By When: Ongoing- This will occur throughout the school year.

4. Analyze African American/non-African American academic data, as well as discipline data monthly and implement strategies to eliminate disparity, if needed.

Person Responsible: Tony Pleshe (pleshet@pcsb.org)

By When: Ongoing- This will occur throughout the school year.

#6. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Positive Culture and Environment specifically relating to Teacher Retention and Community Involvement: Maintaining a positive culture and environment was identified as a critical need in order to retain the newest teachers we've recruited. Furthermore, this will enhance and improve our community involvement rate. Our student attendance rate and our teacher attendance at school-based functions remains low, with two or more students having missed 10% or more days of school at each grade level. Partnerships with families and the community are an integral part of creating a positive school climate and assuring academic achievement for all students.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

During the 2023-2024 school year, the percentage of students absent school-wide 10% or more will decrease from 13% to 7% (from 57 students to 30) as evidenced by school profiles.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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:

Ashley Fellows (fellowsa@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will be initiating a school-wide book discussion, utilizing "The Growth Mindset Coach" by Annie Brock and Heather Hundley. Each month we will focus on various growth mindset mantras outlined in the book. These concepts, strategies and teaching points will be infused throughout PLCs, ILT meetings, monthly data chats with teachers, collaborative planning sessions and more.

We will appoint new social media liaisons who will support our efforts to improve and enhance various social media platforms in order to properly advertise school functions, parent nights and community building events. We will use the PBIS framework to reward and recognize student on-time attendance.

Our social worker and school guidance counselor will use various research-based social-emotional programs, as well as PBIS methods and techniques, in order to improve student attendance.

In order to increase teacher retention, the leadership team will be focusing on teacher appreciation throughout the year. We will utilize the concepts from "5 Languages of Appreciation in the Workplace," by Gary Chapman and Paul White, to identify how everyone at our school prefers to receive recognition and gratitude from others.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies support not only the students' needs, they also support our teachers' needs. Our percentage of students missing 10% or more had increased from 12% during quarter 3 to 20% in quarter 4. This has a negative impact on learning. Our goal is to prevent this from occurring again, target at-risk students and introduce small-group interventions earlier in the year.

Furthermore, by tailoring appreciation for all our of instructional staff members, leadership will be better

able to connect, communicate and show gratitude. Teachers who feel more connected to their roles are more productive, committed and successful.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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.

Person Responsible: Tony Pleshe (pleshet@pcsb.org)

By When: This process will be ongoing throughout the year.

#7. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Due to the lack of inclusion structures where the Gen-ed and VE Resource teachers collaboratively team-team and plan together, the most efficient form of differentiation is not being provided to our students. If both, Gen-ed and VE Resource teachers consistently utilize data to plan for differentiation and alignment, instruction and academic achievement would increase for our SWD. The problem/gap would be reduced by closing the achievement gap between our ESE and non-ESE students.

For the sake of the following data provided, Sexton Elementary will identify Students with Disabilities (SWD) as having any of the following exceptionalities: Orthopedically Impaired, Language Impaired, Speech Impaired, Specific Learning Disability, Other Health Impaired, and ASD. Gifted students were taken out of this data group.

As measured on the 2023 PM 3 FAST Assessment in both ELA and Math, only 24% of students with disabilities were proficient. In ELA specifically, 26% of students with disabilities in grades 3-5 were proficient. In Math specifically, 21% of students with disabilities were proficient.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The proficiency of students with disabilities (SWD) will increase 5% as measured by district and state assessments.

In 2024, as measured by the PM 3 FAST assessment in ELA, the proficient of all students with disabilities in grades 3-5 will increase 5%, from 26% to 31%.

In 2024, as measured by the PM 3 FAST assessment in Math, the proficiency of all students with disabilities in grades 3-5 will increase 5%, from 21% to 26%.

Overall, 50% of students with disabilities in grades 3-5 will show one year's worth of growth or more.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student data will be monitored during our monthly data chats and during our weekly math and ELA collaborative planning sessions. Instructional data will be collected via walkthroughs, classroom observations- both formal and informal.

Person responsible for monitoring outcome:

Ashley Fellows (fellowsa@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will explore various collaborative teaching techniques such as teaming, station teaching, and parallel teaching in order to better support differentiated learning for our students.

Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).

VE Resource teachers will be encouraged to attend weekly collaborative planning sessions with grade level teachers in order to enhance instructional alignment between the groups.

Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their social and emotional needs.

Ensure that SWD are provided with quality behavioral and/or academic strategies that are designed to reduce discipline/disproportionate placement in ESE programs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These are research-based best techniques, strategies and teaching methods to support struggling students. The collaborative teaching methods suggested will be discussed, modeled and suggested throughout the school year as plausible solutions to closing the gap. If students' core instruction and small-group interventions are rigorous, engaging and meet their needs as identified through their Individual Education Plan (IEP), they should be able to demonstrate at least one year's worth of learning gains as evidenced through progress monitoring.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Implement inclusive scheduling for SWD and inclusion delivery model of instruction.

Person Responsible: Ashley Fellows (fellowsa@pcsb.org)

By When: Ongoing throughout the 2023-2024 school year.

2. Monitor the IEP of each student to ensure interventions meet the IEP goal.

Person Responsible: Ashley Fellows (fellowsa@pcsb.org)

By When: Ongoing throughout the 2023-2024 school year.

3. Ensures that VE Resource teachers and classroom instructors are providing standards-based, data-driven intensive corrective interventions during the school day through differentiated instruction.

Person Responsible: Ashley Fellows (fellowsa@pcsb.org)

By When: Ongoing throughout the 2023-2024 school year.

4. Schedule weekly structured, collaborative planning sessions that VE Resource teachers attend alongside content coaches.

Person Responsible: Ashley Fellows (fellowsa@pcsb.org)

By When: Ongoing throughout the 2023-2024 school year.

5. Develop weekly walkthrough timeline/schedule to provide ongoing feedback.

Person Responsible: Ashley Fellows (fellowsa@pcsb.org)

By When: Ongoing throughout the 2023-2024 school year.

6. Ensure instructional supports are in place during core instruction and independent practice for students with exceptional needs. These supports include access to grade-level text and beyond as well as small-group instruction within the students' classroom.

Person Responsible: Ashley Fellows (fellowsa@pcsb.org)

By When: Ongoing throughout the 2023-2024 school year.

7. Create a climate where IEPs are adjusted as needed based on data and the specific needs of each student in order to maximize academic success.

Person Responsible: Ashley Fellows (fellowsa@pcsb.org)

By When: Ongoing throughout the 2023-2024 school year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Pinellas County Schools Superintendent and the Pinellas County School Board have invested in a strong support structure that creates an increasing number of strategies and interventions to support schools in need. The district has robust systems, processes, and measures to continually review the progress in the schools in support of their continued improvement. Data review has informed the various aspects of this plan. It connects several ongoing monitoring systems to support the schools in alignment with the domains for school turnaround: Effective Leadership, Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement. The Leadership Team will continue to meet weekly to monitor the progress of our Differentiated Accountability (DA) schools. Issues identified in the process include but are not limited to the following: teacher concerns, staffing model, technology, facilities, instructional practices, the effectiveness of School-based Leadership Teams, coaching support model, allocation of resources, progress monitoring, and student performance. The team evaluates identified issues weekly and establishes a plan of action to resolve them effectively and efficiently.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Implement Foundational skills utilizing our district Fun with Phonics program

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Implement explicit reading instruction focusing on text complexity and the depth of the benchmark.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

75% of our K - 2 students will meet expectation on our district common assessments.

Grades 3-5 Measurable Outcomes

60% of our 3-5 students will meet expectation on state testing.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The school principal and team will monitor multiple data points throughout the year. Specifically, the school will monitor three times a year using FAST.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Pleshe, Tony, pleshet@pcsb.org

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Target Task alignment

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Collaborative planning focuses on our instructional priorities and look fors.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

Weekly collaborative planning

Fellows, Ashley, fellowsa@pcsb.org

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 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.

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Family engagement is a regular practice here at Sexton Elementary School. Activities include parent-teacher conferences, regular reports about student progress, 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 a schoolwide fundraiser.

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 III of the SIP. (ESSA 1114(b)(7)(ii))

The school plans to strengthen the academic program by focusing in on planning for core and small group. We will strategically focus on k-5 instruction where acceleration can occur more rapidly by ensuring equitable use of resources including instructional support, school-based PD and coaching with feedback.

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). (ESSA 1114(b)(5))

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.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA				\$87,951.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	510	1261 - John M. Sexton Elementary Schl	UniSIG		\$200.00
			<i>Notes: Parental involvement/supplies: Purchase of materials and supplies to support literacy night which brings teachers, students and families together.</i>			
	6400	130	1261 - John M. Sexton Elementary Schl	UniSIG	0.86	\$52,858.00
			<i>Notes: Instructional staff training services/other certified: Base salary for a coach/instructional staff developer (ISD) focusing on ELA/reading. This position works with teachers on instructional delivery, target/task alignment, and engagement strategies. The coach/ISD supports grades K through five.</i>			
	6400	210	1261 - John M. Sexton Elementary Schl	UniSIG	0.86	\$7,173.00
			<i>Notes: Instructional staff training services/retirement. ELA/reading ISD retirement contribution (13.57%).</i>			
	6400	220	1261 - John M. Sexton Elementary Schl	UniSIG	0.86	\$4,044.00
			<i>Notes: Instructional staff training services/Federal Insurance Contributions Act (FICA): ELA/reading ISD FICA taxes (7.65%).</i>			

	6400	230	1261 - John M. Sexton Elementary Schl	UniSIG	0.86	\$11,390.00
			<i>Notes: Instructional staff training services/group insurance. ELA/reading ISD group insurance (average \$13,245).</i>			
	5100	120	1261 - John M. Sexton Elementary Schl	UniSIG	0.14	\$8,605.00
			<i>Notes: Instruction, basic/classroom teacher: The ELA/reading coach/ISD position will teach one class of reading. The ISD's class will present instructional practices in a model/demonstration classroom setting for observation by all reading/ELA instructors.</i>			
	5100	210	1261 - John M. Sexton Elementary Schl	UniSIG	0.14	\$1,168.00
			<i>Notes: Instruction, basic/retirement: ELA/reading ISD retirement contribution (13.57%).</i>			
	5100	220	1261 - John M. Sexton Elementary Schl	UniSIG	0.14	\$659.00
			<i>Notes: Instruction, basic/Federal Insurance Contributions Act (FICA): ELA/reading ISD FICA taxes (7.65%).</i>			
	5100	230	1261 - John M. Sexton Elementary Schl	UniSIG	0.14	\$1,854.00
			<i>Notes: Instruction, basic/group insurance. ELA/reading ISD group insurance (average \$13,245).</i>			
2	III.B.	Area of Focus: Instructional Practice: Math				\$91,244.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	510	1261 - John M. Sexton Elementary Schl	UniSIG		\$200.00
			<i>Notes: Parental involvement/supplies: Purchase of materials and supplies to support math night which brings teachers, students and families together.</i>			
	6400	130	1261 - John M. Sexton Elementary Schl	UniSIG	0.86	\$53,380.00
			<i>Notes: Instructional staff training services/other certified: Base salary for instructional staff developer (ISD) with a math expertise. This position provides assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.</i>			
	6400	210	1261 - John M. Sexton Elementary Schl	UniSIG	0.86	\$7,244.00
			<i>Notes: Instructional staff training services/retirement: Math ISD retirement contribution (13.57%).</i>			
	6400	220	1261 - John M. Sexton Elementary Schl	UniSIG	0.86	\$4,084.00
			<i>Notes: Instructional staff training services/Federal Insurance Contributions Act (FICA): Math ISD FICA taxes (7.65%).</i>			
	6400	230	1261 - John M. Sexton Elementary Schl	UniSIG	0.86	\$13,970.00
			<i>Notes: Instructional staff training services/group insurance: Math ISD group insurance (average \$13,245).</i>			
	5100	120	1261 - John M. Sexton Elementary Schl	UniSIG	0.14	\$8,324.00
			<i>Notes: Instruction, basic/classroom teacher: The math ISD position will teach one class of math. The ISD's class will present instructional practices in a model/demonstration classroom setting for observation by all math instructors.</i>			

	5100	210	1261 - John M. Sexton Elementary Schl	UniSIG	0.14	\$1,130.00
			<i>Notes: Instruction, basic/retirement: Math ISD retirement contribution (13.57%).</i>			
	5100	220	1261 - John M. Sexton Elementary Schl	UniSIG	0.14	\$637.00
			<i>Notes: Instruction, basic/Federal Insurance Contributions Act (FICA): Math ISD FICA taxes (7.65%).</i>			
	5100	230	1261 - John M. Sexton Elementary Schl	UniSIG	0.14	\$2,275.00
			<i>Notes: Instruction, basic/group insurance. Math ISD group insurance (average \$13,245).</i>			
3	III.B.	Area of Focus: Instructional Practice: Science				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	510	1261 - John M. Sexton Elementary Schl	UniSIG		\$200.00
			<i>Notes: Parental involvement/supplies: Purchase of materials and supplies to support STEM night which brings teachers, students and families together.</i>			
4	III.B.	Area of Focus: Instructional Practice: Small Group Instruction				\$16,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	330	1261 - John M. Sexton Elementary Schl	UniSIG		\$11,600.00
			<i>Notes: Instructional staff training services/travel: Four staff (principal, assistant principal, and two teacher/leaders) will attend the Roy Clark Association (RCA) House Conference held in Atlanta, GA on July 11-12, 2024. This professional development is an interactive, immersive learning experience where attendees observe classes and participate in dynamic workshops teaching how to create and enhance the house system in a way that transforms the school environment, creates a sense of belonging for all students and families, ignites a passion for learning, provides meaningful support, encourages academic excellence and a climate and culture where all students and staff thrive. Estimated cost for each participant include registration \$1,050, meals \$192 (3 days x \$64/day), mileage/parking/ride shares \$208, airfare \$400, and lodging \$1,050 (3 nights @ \$350/night) = \$2,900 per person. Total cost for 4 attendees = \$11,600 (\$2,900 x 4 attendees).</i>			
	6400	330	1261 - John M. Sexton Elementary Schl	UniSIG		\$5,200.00
			<i>Notes: Instructional staff training services/travel: A total of four staff will attend a Florida conference such as the Florida Council of Teachers of Mathematics, the Florida Association of Science Teachers conference, or the Florida Council for Social Studies conference focusing on strategies to improve instructional delivery and student achievement. Estimated cost for each staff member to attend a Florida conference include registration \$250, lodging \$600 (\$200/night x 3 nights), meals \$192 (\$64/day x 3 days), mileage/parking \$258 = \$1,300 per attendee. Estimated cost for four staff = \$5,200 (\$1,300 x 4).</i>			
5	III.B.	Area of Focus: ESSA Subgroup: Black/African-American				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	1261 - John M. Sexton Elementary Schl	UniSIG		\$250.00
			<i>Notes: Instruction, basic/supplies: We plan to purchase materials and supplies to support our program to increase attendance and encourage positive behavior.</i>			
6	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				\$476.89

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	1261 - John M. Sexton Elementary Schl	UniSIG		\$476.89
			Notes: Instruction, basic/supplies: Materials and supplies supporting instructional delivery such as copies, pens, pencils, calculators, etc.			
7	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
					Total:	\$205,770.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No