John M. Sexton Elementary School

2022-23 Schoolwide Improvement Plan

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John M. Sexton Elementary School

1997 54TH AVE N, St Petersburg, FL 33714

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

Demographics

Principal: Tony Pleshe   Start Date for this Principal: 6/21/2022

2019-20 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: D (40%) 2020-21: (45%) 2018-19: C (46%) 2017-18: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

Part 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

Membership
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.**:**

Name	Position Title	Job Duties and Responsibilities
Pleshe, Tony	Principal	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.
Gardner, Tracy	Assistant Principal	Serves as a member of the school-based leadership team and supports the development and implementation of strategies and actions to make demonstrated progress toward goals within the School Improvement Plan, in alignment to the District Strategic Plan. • 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. • Supports the schoolwide culture of high-expectations, equity and continuous improvement through sound judgement and consistent development, support and accountability for themselves and their assigned teams. • Actively involved and highly visible within the school and in the community and supports stakeholder engagement across assigned school activities. • Promotes that student learning is a top priority through

Name	Position Title	Job Duties and Responsibilities	
		leadership actions focused on student achievement and success. • Supports and monitors the school learning environment which improves learning for a diverse student population. • Creates a positive school culture and learning environment through the implementation of equity, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and culturally relevant teaching, to ensure academic opportunity through equity and excellence for every student. • Responsible for the disciplinary procedures for assigned students, in alignment with the Student Code of Conduct.	

Demographic Information

Principal start date

Tuesday 6/21/2022, Tony Pleshe

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

23

Total number of students enrolled at the school

425

Identify the number of instructional staff who left the school during the 2021-22 school year.

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	50	61	62	69	64	75	0	0	0	0	0	0	0	381
Attendance below 90 percent	0	21	25	28	18	28	0	0	0	0	0	0	0	120
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	1	4	0	0	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	11	0	0	0	0	0	0	0	0	15
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	3	4	0	0	0	0	0	0	0	8

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 6/21/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	42	58	69	66	68	84	0	0	0	0	0	0	0	387
Attendance below 90 percent	2	17	28	20	21	18	0	0	0	0	0	0	0	106
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	0	0	0	0	0	0	0	0	0	1

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	42	58	69	66	68	84	0	0	0	0	0	0	0	387
Attendance below 90 percent	2	17	28	20	21	18	0	0	0	0	0	0	0	106
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	0	0	0	0	0	0	0	0	0	1

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	45%			45%			42%	54%	57%
ELA Learning Gains	45%			49%			49%	59%	58%
ELA Lowest 25th Percentile	35%			56%			48%	54%	53%
Math Achievement	45%			48%			51%	61%	63%
Math Learning Gains	40%			34%			52%	61%	62%
Math Lowest 25th Percentile	35%			37%			43%	48%	51%
Science Achievement	35%			44%			35%	53%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	51%	56%	-5%	58%	-7%
Cohort Comparison		0%				
04	2022					
	2019	35%	56%	-21%	58%	-23%
Cohort Comparison		-51%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	42%	54%	-12%	56%	-14%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	65%	62%	3%	62%	3%
Cohort Comparison		0%				
04	2022					
	2019	47%	64%	-17%	64%	-17%
Cohort Comparison		-65%				
05	2022					
	2019	44%	60%	-16%	60%	-16%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	37%	54%	-17%	53%	-16%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE 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
SWD	12	21	19	10	19		12				
ELL	47	55		56	58						
ASN	63	73		68	45						
BLK	33	42	50	38	43		40				
HSP	46	39		54	46		30				
WHT	48	47	29	41	34	29	33				
FRL	40	44	41	41	36	30	28				

2021 SCHOOL GRADE 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
SWD	16			26							
ELL	39			61							
ASN	56			67							
BLK	47	40		47	33		33				
HSP	47			62							
MUL	36			45							
WHT	44	53		42	29	40	48				
FRL	43	51		47	36	36	45				

2019 SCHOOL GRADE 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
SWD	13	43	43	18	47	47					
ELL	32	53		32	47						
ASN	50	67		61	67						
BLK	29	40	46	35	42	43	17				
HSP	39	52	55	44	56	50	40				
MUL	53	45		47	36						
WHT	46	49	44	58	55	33	42				
FRL	37	45	45	46	49	36	29				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	324
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	16
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3

English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	62
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	37
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Winter MAP scores showed that our 3 grade was trending upwards which was validated by 2022 ELA FSA scores. While the fourth and fifth grade trend data showed a decline. Through student interviews, we discovered that many students did not try as hard as they should have. Helping them set goals proved to be a good strategy with our fourth graders and we saw an increase in FSA scores. Fifth graded trended as MAP predicted.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Science continues to be an area of need.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

ELA reading scores showed that our fifth grade students were struggling readers. We believe that increased reading stamina is needed to improve the science scores.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The students entering 4th grade have a solid foundation in reading. This same group is equally strong in math. Our incoming 5th graders are strong in math but need remediation/intervention in ELA.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We provided early intervention and placed resources in second and third grades to build capacity in students.

What strategies will need to be implemented in order to accelerate learning?

Our teams have worked to balance classroom demographics with a heavy emphasis on academic ability grouping. We will continue to determine the critical skills and concepts that students are missing and provide scaffolds that will bridge the gap.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Carefully planned PD and PLC's are executed throughout the year.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Through the use of Title I funds additional personnel have been employed to provide additional services to continue improvement in student learning.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Standards-based data (FSA, common assessments, walkthrough data, etc.) collected from the 2021-2022 school year showed students performing below grade level in ELA, Math, and Science with a lack of consistency in tasks aligned to grade-appropriate standards. Students are not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Proficiency in English Language Arts will increase 10% (from 45% to 55%), as measured by FAST. Proficiency in Mathematics will increase 8% (from 45% to 55%), as measured by FAST. Proficiency in Science will increase 10% (from 35% to 45%), as measured by NGSSS. Black student proficiency in ELA/Math/Science will increase 10%, as measured by FAST.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Student, teacher, grade and school data: classwork, teacher-made assessments, district assessments and walkthrough observation data focused on standards-based and target/task alignment through data chats and PLC's. Administration will monitor coaching plans for teachers.
Person responsible for monitoring outcome:	Tony Pleshe (pleshet@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Due to the change in state standards to the new BEST standards, teachers will need to provide students opportunities to engage in grade appropriate standards based tasks teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning.

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.

Grade level teams will meet to become familiar with the vertical progression and BEST standards design in order to understand what students are expected to master.

Person Responsible Tony Pleshe (pleshet@pcsb.org)

Teachers will be provided lesson plan support by Administration and Instructional Coaches in PLCs and planning periods. Teachers will intentionally plan for differentiation of whole group and small group lessons based on research based principals, continuing with an acceleration mindset.

Person Responsible   Tracy Gardner (gardnert@pcsb.org)

Administration and Instructional Coach will provide support and feedback focused on explicit, systematic and sequential approaches to reading instruction including a gradual release of responsibility model of instruction.

Person Responsible   Tony Pleshe (pleshet@pcsb.org)

Teachers along with the MTSS Coach will ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.

Person Responsible   Tracy Gardner (gardnert@pcsb.org)

Implement 3 - 5 student-led conferences once a semester.

Person Responsible   Tony Pleshe (pleshet@pcsb.org)

#2. 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 critical need from the data reviewed.**	Eliminate the gap between the proficiency rates in reading (ELA) and mathematics for black and non-black students. Current data indicates a gap between our black students and our non-black students. The problem/gap is occurring because the depth of knowledge of standards and the varying use of high yield engagement strategies by teachers is not evident or seen regularly or used with fidelity. The Instructional Practice will focus on supporting teachers understanding and usage of research-based practices.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Decrease the gap by at least 5% in ELA and Math as measured by the new state assessment between black and non-black students.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Student, teacher, grade and school data: classwork, teacher-made assessments, district assessments and walkthrough observation data focused on standards-based and target/task specific to black vs. non-black student achievement. Administration will monitor professional development and implementation high yield engagement strategies.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Implement the 6 M's of culturally relevant teaching. (Meaning, Models, Monitoring, Mouth, Movement, and Music). Ensure black students are participating in extended learning opportunities before and after school. Ensure SEL and Restorative practices are in place to support students.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	If the implementation of the 6M's, SEL, and Restorative practices are being used with fidelity, the gap between black and non-black students would be minimized or eliminated.

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.

Teachers will be provided lesson plan support by Administration and Instructional Coach in PLCs and planning periods. Teachers will intentionally plan for differentiation of whole group and small group lessons based on research based principals, continuing with an acceleration mindset.

Person Responsible	Tony Pleshe (pleshet@pcsb.org)

#3. 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 critical need from the data reviewed.	The problem/gap is occurring because the depth of knowledge of standards and the varying use of high yield engagement strategies by teachers is not evident or seen regularly or used with fidelity. The Instructional Practice will focus on supporting teachers understanding and usage of research-based practices specifically related to intervention and scaffolding the ESE student's current levels of performance.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The SWD students will show growth over the year as measured by FAST.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student, teacher, grade and school data: classwork, teacher-made assessments, district assessments and walkthrough observation data focused on standards-based and target/task specific to the SWD student achievement. Administration will monitor professional development and implementation high yield engagement strategies.
Person responsible for monitoring outcome:	Tony Pleshe (pleshet@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Utilizing specific instructional strategies will enable our teachers to significantly impact student achievement when implementing these high yield strategies.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Collaborative planning will ensure that the most effective instructional strategies are employed strategically during a lesson so that all students can achieve the learning.

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.

Teachers will be provided lesson plan support by Administration and Instructional Coach in PLCs and planning periods. Teachers will intentionally plan for differentiation of whole group and small group lessons based on research based principals, continuing with an acceleration mindset.

Person Responsible [no one identified]

<div style="background:navy;color:white">

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

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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

Strategically focus on K-2 instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional support, school based PD, coaching with feedback.

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

Strategically focus on 3-5 instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional support, school based PD, coaching with feedback.

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 new 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: Measureable Outcome(s)

Utilizing the new coordinated screening and progress monitoring system, students in grades K-2 will show growth over the year.

Grades 3-5: Measureable Outcome(s)

Utilizing the new coordinated screening and progress monitoring system, students in grades K-2 will show growth over the year.

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 take place with evaluating impact at the end of the year.

Student, teacher, grade and school data: classwork, teacher-made assessments, district assessments and walkthrough observation data focused on standards based and target/task alignment through data chats and PLC's. Administration will monitor lesson plans for teachers.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Pleshe, Tony, pleshet@pcsb.org

Evidence-based Practices/Programs:
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. Â§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?

When using evidence-based practices, the activities are designed for students to practice, demonstrate and extend their learning. This can be done independently or in groups with or without the teacher.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific 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 practices/programs show proven record of effectiveness for the target population?

The benchmarks for the standards are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations. If skills are not mastered, students will be given instruction and practice opportunities to address skill gaps from previous grades.

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
• Ensure teachers have a clear understanding of the K-2 B.E.S.T. ELA Standards	Pleshe, Tony, pleshet@pcsb.org
• Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.	Pleshe, Tony, pleshet@pcsb.org
• Increase teacher knowledge of the science of reading & evidence-based practices.	Gardner, Tracy , gardnert@pcsb.org
Utilize administrator walkthrough tools to provide feedback to individual teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.	Gardner, Tracy , gardnert@pcsb.org
Teachers will have paid structured planning time scheduled each week beyond the contracted day.	Pleshe, Tony, pleshet@pcsb.org
Use of UniSIG Grant to purchase a full time reading coach.	Pleshe, Tony, pleshet@pcsb.org

Positive Culture & Environment
A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

During the last 9 weeks of the 2021-22 school year, the leadership conducted focus groups with the return staff for the 2022-23 school year to discuss this. Each group was asked to identify 3 - 5 important school wide emphasis and goals for the upcoming year. By building this sense of purpose, our school will continue

build positive relationships with our school community. John M. Sexton will provide events tied to build parent content knowledge for the BEST standards as well as fun community events such as academic nights, concerts and art shows, PTA sponsored activities, and our Title I, SAC & PTA meetings.

Additionally this year, Jump Start to Kindergarten is being implemented. This will help our incoming kindergarten students get ready for coming to school.

Our positive behavior incentive program continues to be successful.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The faculty and staff at John M. Sexton play a key role in promoting a positive school culture. Teachers establish welcoming and caring classrooms. Relationships are built naturally through positive interactions. Conferences and school events allow for families and staff to interact. The students also have roles to play such as safety patrols and participation afterschool service clubs. Parents and community members have opportunities to volunteer at the school. Sexton has a large base of mentors that work with students. Our PTA and SAC provide opportunities for parents, teachers, and community member to get involved.