

# School Improvement Plan

## 2015-2016

Sexton Elementary

Michael A. Grego, Ed.D.  
Superintendent



# Table of Contents

---

## Part I: Current School Status

School Information

School Advisory Council (SAC)

Leadership Team

Public and Collaborative Teaching

Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

Ambitious Instruction and Learning

Literacy Leadership Team (LLT)

## Part II: Expected Improvements/Needs Assessment

Area 1: English Language Arts (Reading)

Area 2: English Language Arts (Writing)

Area 3: Mathematics

Area 4: Science

Area 5: Science, Technology, and Mathematics (STEM)

Area 8: Early Warning Systems

Area 9: Black Student Achievement

Area 10: Family and Community Involvement

Area 11: Additional Targets

## Part III: Professional Development

## Part IV: Coordination and Integration

## Part V: Budget

## Part VI: Mid-Year Reflection

2015-2016

# School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Sexton Elementary	Principal's First Name Suzette	Principal's Last Name Burns
School Advisory Council Chair's First Name Karen	School Advisory Council Chair's Last Name Duncan	

## SCHOOL VISION - What is your school's vision statement?

100% Student Success

## SCHOOL MISSION - What is your school's mission statement?

Engaging and inspiring students for success.

## SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Teachers engage in classroom community building activities which include getting to know you activities, class meetings, writing and family contact. A variety of family activities bring parents and students on campus after hours, and teachers interact with students outside of the traditional classroom setting. Teachers often have lunch bunch groups to get to know students in a more informal setting. Writing pieces at the beginning of the year focus on student interests and activities.

Describe how the school creates an environment where students feel safe and respected before, during and after school.

Sexton prides itself on being a family. Students are welcomed daily by staff members and staff make the effort to get to know each student. Staff are in the cafeteria for breakfast and lunch and get to know students in a variety of arenas. Teachers open classroom doors at 8:15 and teachers and students have extra time to build relationships and get settled for the day. Opening the doors early also keeps hallways clearer for better observation by adults on duty.

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

Each classroom has a behavior system that encourages positive choices. The bucket filling philosophy is used in many classrooms. Rules are established and monitored through out the day. Common language is used in stating our expectations for learning and being safe. Kindergarten and 1st grade students are provided with weekly guidance lessons on making good choices. Students are encouraged to make positive choices and are rewarded with Stingray Salutes that are celebrated daily with administration. Guidelines for success use the acronym RAYS- Respect and responsibility and attitude yield success. School wide assemblies were held for two grade levels at a time to share the guidelines for success, expected school procedures, uniform expectations and Stingray Salutes and how to earn and rewards for earning them.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Teachers monitor student's emotional and social well being. Our guidance counselor is available daily to support students. We have both the Girlfriends program and Role Model 5000. A social worker is also available for students and families.

**PART I** **CURRENT SCHOOL STATUS**

**Section B** **School Advisory Council (SAC)**

**SAC MEMBERSHIP** - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Suzette	Burns	Principal
Karen	Duncan	SAC Chair

**SIP LAST YEAR**

Provide an evaluation of last year's school improvement plan.

In meeting our academic goals-  
 Reading was assessed by Running records across the year and 73% of students were meeting grade level expectations.  
 Math  
 Science was assessed on the FCAT for 5th grade and 47% of students were proficient in science, that is up two percentage points from last year.  
 Attendance and tardy goals were not met.  
 Behavior goal included increasing positive reinforcement of students making good choices, that was accomplished with the noticeable increase in our stingray salutes (positive recognition slips).  
 We also achieved our goal of Gold level with the Healthy Schools Program.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

SIP funds were used to support book studies for professional development, supply academic needs and social skills materials.  
 Number lines in classrooms - \$113.88  
 Stop and think cue cards - \$81.29  
 ESE book study for teachers - 360.00

**SAC SIP INVOLVEMENT** - Describe the involvement of the SAC in the development of this school improvement plan.

SAC was presented with data through out the year on our goals. Parents were satisfied with our goals and progress. We spent time looking at standards and test items.

**SAC ACTIVITIES** - Describe the activities of the SAC for the upcoming school year.

SAC is concerned with the lack of parent involvement in SAC and discussions continue as to how we can increase our SAC participation.

**PROJECTED USE OF SIP FUNDS** - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

SIP funds will be used to support teacher professional development.

**STATUTORY COMPLIANCE -**

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC?  Yes  No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

**PART I** **CURRENT SCHOOL STATUS**

**Section C** **Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL			
First Name Suzette	Last Name Burns	Email Address burnss@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Arts"/>	Field of Study Varying Exceptionalities	# of Years as an Administrator 10	# of Years at Current School 3
Certifications (if applicable) Educational Leadership			

ASSISTANT PRINCIPAL #1			
First Name Stephanie	Last Name Whitaker	Email Address whitakers@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Education"/>	Field of Study Educational Leadership	# of Years as an Administrator 2	# of Years at Current School 2
Certifications (if applicable) Educational Leadership			

ASSISTANT PRINCIPAL #2			
First Name	Last Name	Email Address	
Highest Academic Degree <input type="text"/>	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

**PART I** **CURRENT SCHOOL STATUS**

**Section D** **Public and Collaborative Teaching**

**INSTRUCTIONAL EMPLOYEES**

# of instructional employees: 62

% receiving effective rating or higher: \_\_\_\_\_

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): \_\_\_\_\_

% certified infield, pursuant to Section 1012.2315(2), F.S.: \_\_\_\_\_

% ESOL endorsed: 51.6

% reading endorsed: 9.7

% with advanced degrees: 37.1

% National Board Certified: 1.6

% first-year teachers: \_\_\_\_\_

% with 1-5 years of experience: 14

% with 6-14 years of experience: 26

% with 15 or more years of experience: 22

## PARAPROFESSIONALS

# of paraprofessionals: 4

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100

## TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

The principal is responsible for recruiting and retaining highly qualified teachers and does this through a defined interview process for hiring and using a team of relevant individuals to interview and aid the decision process for hiring. Areas of need are determined in the position and then interview questions are developed to guide us to that end in adding individuals who will strengthen our school. Retaining highly qualified personnel is an ongoing process in which a climate of trust, respect and continual professional development is maintained. Celebrations are shared and acknowledged by administrators and other teachers in a family oriented manner of support and caring.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

We will support a positive school culture this year with the theme of "Everything is Amazing". Teachers will participate in team building activities the first week back. Teachers will also participate in a day long training on the foundations of PLC processes presented by Solution Tree. PLC's are expected to plan together, and extra planning time is paid for using Title 1 dollars. Staff members are encouraged to write stingray messages to each other that are posted on a common wall in the office. Legos with blank spaces for "amazing messages" will be available for teachers to recognize each other.

**TEACHER MENTORING PROGRAM/PLAN** - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Each new teacher will attend bi-monthly NTO (new teacher orientation) meetings. The focus will be classroom management, curriculum planning, assessment and evaluation as well as any other needs stated by the teachers. Each new teacher will have an assigned mentor as well as their PLC to support them in their first 3 years.

## PART I

## CURRENT SCHOOL STATUS

### Section E Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

**PROBELM-SOLVING PROCESSES** - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

MTSS meets once a week with a specified grade level, there is a schedule of meeting focus. The first six weeks focus on behavior and then academic review will start honing in on individual student needs. The SBLT meets once a week with a rotating focus of academic, behavior and attendance concerns. Administrators conduct frequent walk throughs to insure that core instruction is solid and in line with county guidelines. MTSS coach and administrators attend PLC's to monitor where teachers are in teaching and assessing.

**MTSS SCHOOL-BASED LEADERSHIP TEAM** - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member
Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Suzette	Burns	Principal
Stephanie	Whitaker	Asst. Principal
Karin	Lewis	MTSS/Rti Coach
Clarissa	Hucknall	Guidance Counselor
Robyn	Royall	Social Worker
Delia	Meros	School Psychologist

**SYSTEMS IN PLACE** - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

The leadership team meets weekly with PLC's to monitor instruction. Weekly walkthroughs apprise leaders of what is going on daily in the classrooms. The principal, asst. principal and MTSS coach meet weekly to monitor MTSS processes. 1 monthly faculty meeting is dedicated to SIP and accreditation monitoring.

**DATA SOURCES AND MANAGEMENT SYSTEMS** - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

Common Assessment data  
 Running records  
 Performance matters  
 MFAS  
 Portal for attendance and behavior

**STAFF UNDERSTANDING OF MTSS** - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

Staff training will be held to continue to increase staff understanding of the MTSS process and using data to drive our decision making. Several teachers attended data champions training and will be used to facilitate deeper data conversations.

**PART I** **CURRENT SCHOOL STATUS**

**Section F** **Ambitious Instruction and Learning**

**INSTRUCTIONAL PROGRAMS** - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Frequent walk-throughs by administrators and Rtl coach.  
 Review of lesson plans- implementation of Planbook.com  
 Administrator attendance at PLC meetings  
 Implementation of the Marzano growth model

**DIFFERENTIATED INSTRUCTION** - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Our vision is to ensure learning for all students. To achieve our vision we will use the 4-Step Problem Solving Process for school and student-level issues such as the effectiveness of instruction and tiers of intervention, attendance, behavior, SIP and SWBP goals. The SBLT members will work together weekly to evaluate core instruction and classroom management data. This data will be based on classroom walk-throughs by the administration, weekly grade-level data PLCs and grade-level/SBLT MTSS meetings that are on a six-week rotation. Grade-level MTSS meetings that meet with the SBLT members will include both behavior and academic discussions. The focus of the weekly grade-level data PLCs, which will be facilitated by the teachers with the support of the MTSS Coach, will be analyzing formative assessments that are embedded in the ELA Modules and analyzing and developing learning scales to help drive both whole-group and small-group differentiated instruction.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

### INSTRUCTIONAL STRATEGY #1

Strategy Type

Continued use of response journals across content areas (reading, math and science).

Minutes added to the school year: \_\_\_\_\_

What is/are the strategy's purpose(s) and rationale(s)?

Students will gain a deeper understanding of learning by responding in writing to specific content focused questions that involve analyzing and synthesizing information.

Provide a description of the strategy below.

PLC's will develop rigorous questions aligned with the FSS being taught and provide students and opportunity to respond and discuss the information.

How is data collected and analyzed to determine the effectiveness of this strategy?

Walkthrough with a data collection tool developed in google docs will allow the administrative team to look at school wide trends in regards to journaling. PLC's will also discuss student work in a related content area 1 time per month to evaluate student learning.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Team Leaders, administrators, Rtl coach

### INSTRUCTIONAL STRATEGY #2

Strategy Type

Utilizing data to differentiate and scaffold instruction.

Minutes added to the school year: \_\_\_\_\_

What is/are the strategy's purpose(s) and rationale(s)?

Data will inform instruction so that students needs are met at the level they are achieving and pushing them to the next level of learning.

Provide a description of the strategy below.

Using a variety of formative assessments including journals, running records and MFAS tasks teachers will monitor student learning of targeted learning goals.



How is data collected and analyzed to determine the effectiveness of this strategy?

PLC's will compare data at monthly meetings.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Team leaders, administrators, Rtl coach

### INSTRUCTIONAL STRATEGY #3

Strategy Type

Text dependent questioning

Minutes added to the school year: \_\_\_\_\_

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of text dependent questioning is to connect students to their reading material both fiction and non-fiction and develop their ability to question what is written and gain a deeper understanding of the written word.

Provide a description of the strategy below.

Teachers will use the above strategy to address student needs at their level as well as challenge them with more rigorous questions.

How is data collected and analyzed to determine the effectiveness of this strategy?

PLC"s will review journals in the various content areas.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Team leaders, administrators and Rtl coach.

### INSTRUCTIONAL STRATEGY #4

Strategy Type

Continued implementation of Jan Richardson's guided reading routine

Minutes added to the school year: \_\_\_\_\_

What is/are the strategy's purpose(s) and rationale(s)?

Small guided reading groups address different levels of reading abilities within the classroom

Provide a description of the strategy below.

Teachers assess students with TCRR and group children based on needs. Students not meeting grade level expectations are taught the needed skills to improve achievement. Students at or above grade level are challenged with text that challenges them and improves

their reading.

How is data collected and analyzed to determine the effectiveness of this strategy?

Teacher's college running records

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administrators, MTSS coach, District reading coach

**STUDENT TRANSITION AND READINESS** - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

We house a Pre-K program on campus and build relationships early on with families to provide support in moving to the higher grades. A transition night is held in the spring for incoming Kindergarten students, focusing on skills families can work on over the summer to insure students are prepared for the transition to Kindergarten. A spring meeting will be held with feeder preschools to better align the transition from pre-k to kindergarten. 5th grade teachers and guidance counselor participate in articulation with feeder middle schools. Kindergarten roundup is held in January for incoming kindergarten students.

**PART I** **CURRENT SCHOOL STATUS**

**Section G** **Literacy Leadership Team (LLT)**

**LLT MEMBERSHIP** - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member
Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Suzette	Burns	Principal	burnss@pcsb.org
Stephanie	Whitaker	Asst. Principal	whitakers@pcsb.org
Karin	Lewis	MTSS/Rtl Coach	lewisk@pcsb.org

**PROMOTING LITERACY** - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

Reading and writing across the curriculum will be our major initiatives. Providing resources that all reading to be taught in all content areas. Also supporting teachers in routine use of the TCRR (Teachers College Running Records) as well as defining specific interventions to be used with whom and by whom. Insuring fidelity of Tier 1 instruction, addressing differentiation in all grade levels to support learning for all students.

**MAJOR INITIATIVES** - What will be the major initiatives of the LLT this year?

Incorporating response to reading journals across all curriculum areas  
 More frequent and school wide use of the Teacher's College running records  
 Increasing use of technology to support literacy across the curriculum

**PART II****EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section A****Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

<b>8-Step Problem-Solving Process</b>
---------------------------------------

**FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

## Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
78	25.2	35

## Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
93	30.1	40

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

## Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
3	37.5	50

## Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1	12.5	20

**LEARNING GAINS**

## Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
116	58.6	68

## Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
78	60	72

**COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)**

## Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
37	74	84

## Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
16	32	42

## Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
14	28	38

**ANNUAL MEASURABLE OBJECTIVES (AMOs)**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	113	63.8	73
Black/African American	15	32.6	42
Hispanic	20	55.6	65
Asian	17	50	60
American Indian	0	0	0
English Language Learners (ELLs)	4	17.4	27
Students with Disabilities (SWDs)	1	5.3	10
Economically Disadvantaged	12	63.2	73

If you have a goal to support your reading targets, provide the following information for that goal.

**READING GOAL**

What is your school's reading goal? Provide a description of the goal below.

Increase reading scores to 73% of students meeting proficiency as defined by state assessment guidelines. We will do this by insuring fidelity in our core instruction and providing differentiation through the guided reading model and more frequent progress monitoring.

Provide possible data sources to measure your reading goal.

Running records  
PMRN- reading comprehension  
ELA assessments

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
fidelity in core instruction focused on FL standards through district created modules.	using the marzano framework, teachers will implement learning goals and scales to guide students to goal proficiency. Guidance in scoring module assessments for accurate assessment of learning.
Action 2	Plan to Implement Action 2
continue use of reading journals	Frequent monitoring to insure consistent use of journals.
Action 3	Plan to Implement Action 3
consistent use of iStation for reading intervention	provide training and data monitoring for teachers.
Action 4	Plan to Implement Action 4
fidelity in guided reading groups using Jan Richardson's model	Rtl coach will observe small group guided reading. District reading coach will be called upon as needed to support grade levels. Purchase JR guided reading kits for each grade level.

## PART II

## EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

## Section B

## Area 2: English Language Arts (Writing)

## FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

## Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
46	44.7	54

## FLORIDA ALTERNATE ASSESSMENT (FAA)

## Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1	50	100

If you have a goal to support your writing targets, provide the following information for that goal.

## WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

Increase writing scores to 80% of 4th and 5th grade students achieving proficiency on FL state writing assessment by utilizing response journals across all content areas.

Provide possible data sources to measure your writing goal.

ELA assessments  
classroom writing assessments

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Consistent use of district developed ELA assessments	PLC planning to align ELA assessments across grade level, teachers will agree on one essential question per month to assess student learning and bring data to PLC to discuss.
Action 2	Plan to Implement Action 2
more frequent writing in response to content areas	PLC planning for common response questions
Action 3	Plan to Implement Action 3
consistent scoring of module assessment	PLC planning time to dual score modules/writing pieces.
Action 4	Plan to Implement Action 4
Professional development in journal writing	Provide professional development in journal writing using on campus experts.

**PART II****EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section C****Area 3: Mathematics****FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

## Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
90	29.3	39

## Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
85	27.7	37

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

## Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
2	25	50

## Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	25

**LEARNING GAINS**

## Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
116	58.9	68

## Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
78	60	72

**ANNUAL MEASURABLE OBJECTIVES (AMOs)**

## Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	114	65.1	75
Black/African American	18	39.1	49
Hispanic	17	47.2	57
Asian	22	64.7	74
American Indian	0	0	0
English Language Learners (ELLs)	8	34.8	44
Students with Disabilities (SWDs)	5	26.3	36
Economically Disadvantaged	11	61.1	71

If you have a goal to support your mathematics targets, provide the following information for that goal.

**MATHEMATICS GOAL**

What is your school's mathematics goal? Provide a description of the goal below.

Increase mathematics scores to 65% of students meeting proficiency according to state assessment.

Provide possible data sources to measure your mathematics goal.

MFAS  
ST math data  
Common assessments

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Continue implementation of MFAS tasks/assessment	Focused PLC time to plan use of MFAS tasks and monitoring of student data to drive differentiation
Action 2	Plan to Implement Action 2
Continue implementation of ST math	Provide support via district personnel and school trained staff to incorporate ST math into core instruction.
Action 3	Plan to Implement Action 3
Continued use of journaling in mathematics to explain thinking and incorporation of math practices	Frequent monitoring to check for fidelity in math journals
Action 4	Plan to Implement Action 4
Continued conversation in deepening understanding of Florida math standards	Utilize weekly PLC meetings to discuss standards and begin to build learning goals and scales for math standards.

## PART II

## EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

### Section D

### Area 4: Science

#### FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30	22.4	30

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
14	22.4	30

#### FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1	50	100

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	25

If you have a goal to support your science targets, provide the following information for that goal.

#### SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

Increase science scores to 76% of students achieving proficiency according to state definition.

Provide possible data sources to measure your science goal.

Common assessments  
 Science rubrics  
 Lab assessments

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Insure fidelity of science content inclusion in grades K-2 and 3-5	PLC planning science units and frequent monitoring of lesson plans Look at vertical alignment of science content.
Action 2	Plan to Implement Action 2
Use of science lab with consistency and fidelity.	specific schedule for science lab for grades 3-5
Action 3	Plan to Implement Action 3
Journaling in science	PL conversation on expected outcomes and continued training in use of rubrics to assess understanding.
Action 4	Plan to Implement Action 4
After school science programs to address students at below and above proficiency	Students scoring below proficiency on the beginning of the year will be identified to fill in gaps in knowledge. Those scoring above will be identified to increase knowledge and rigor as it relates to science.

**PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section E Area 5: Science, Technology, and Mathematics (STEM)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30	22.4	30

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
14	22.4	30

If you have a goal to support your STEM targets, provide the following information for that goal.

**STEM GOAL**

What is your school's STEM goal? Provide a description of the goal below.

Sexton Elementary School will strengthen the implementation of our first STEM academy and implement/develop a second STEM academy. These two academies will target equal numbers of students across the student demographics in 4th and 5th grade. The STEM academies will specifically work on developing higher order cognitive processing skills, which will result in continued growth in both the percentage of students meeting and exceeding state expectations to a target of 52% of students meeting/exceeding which would meet and or exceed the district average in 5th grade science.

Provide possible data sources to measure your STEM goal.

Common Assessment data of STEM students, specifically targeting the nature of science benchmarks  
 Think central end of lesson benchmark tests  
 Anecdotal data from STEM academies



How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Identification of two STEM academy facilitators.	Assistant principal will target specific teachers who have demonstrated a passion for the STEM areas.
Action 2	Plan to Implement Action 2
Identification of students to attend STEM academies	Following district guidelines, PLC's and leadership team will identify students representing the student population to attend STEM academy by mid September.
Action 3	Plan to Implement Action 3
Implementation of weekly STEM academies.	Following district calendar, STEM facilitators will implement STEM academy guidelines with fidelity to ensure high cognitive engagement across STEM areas.
Action 4	Plan to Implement Action 4
STEM academies highlighted at school science and math night and school wide celebrations to promote STEM integration	STEM students will present throughout the year to students and families to promote the integration of STEM with a central theme focused on STEM during our annual math/science family night.

<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
<b>Section H</b>	<b>Area 8: Early Warning Systems</b>
<b>ATTENDANCE</b>	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	23.2	24	10
Grade 1	15.6	21	10
Grade 2	13.6	13	10
Grade 3	9.1	17	10
Grade 4	9.5	12	10
Grade 5	09.	10	10

**SUSPENSIONS**

## Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		30%	15%
Grade 1			
Grade 2		5%	2%
Grade 3		14%	7%
Grade 4		8%	4%
Grade 5		16%	20%

## Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

## Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3		25%	15%
Grade 4		25%	20%
Grade 5		50%	25%

## Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 4			
Grade 5			

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		20%	10%
Grade 1			
Grade 2		10%	5%
Grade 3		30%	15%
Grade 4			
Grade 5		40%	20%

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 2			
Grade 3			
Grade 4			
Grade 5			

**RETENTIONS**

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	4.5	8	5
Grade 1	4.6	8	5
Grade 2	4.5	2.9	0
Grade 3	6.4	1	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**MULTIPLE EARLY WARNING INDICATORS**

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	3.6	4	2
Grade 1	3.7	1.8	1
Grade 2	.9	0	0
Grade 3	0	4.9	0
Grade 4	1.9	.9	0
Grade 5	7	4.9	2

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

CST team will meet bi-weekly to address attendance and tardy concerns. A new sign for late arrivals requires parents to come into the office and sign late students in. Our team has increased to include our DMT and guidance counselor. A plan has been discussed to recognize students using our stingray salutes for improved attendance and tardies. These will be given by the principal or guidance counselor.

**PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section I Area 9: Black Student Achievement**

Identify goals, targets, and actions for Black student achievement.

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)		
				Add Target	Delete Target
Increase black student achievement in math. We will do this by connecting students to mentors, after school tutoring and clubs. Black students will be the first group chosen for mentors and after school programs.	39	18	25		
Increase black student achievement in reading. We will do this by connecting students to mentors, after school tutoring and clubs. Black students will be the first group chosen for mentors and after school programs.	32.6	45	55		
Increase black student achievement in science. We will do this by connecting students to mentors, after school tutoring and clubs. Black students will be the first group chosen for mentors and after school programs.	7.1	21	30		

**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section J** **Area 10: Family and Community Involvement**

*Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).*

**LEVEL OF PARENTAL INVOLVEMENT** - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Increase the number of parents by 10% that attend academic events  
 Increase the number of parents attending parenting classes by 10%  
 Offer conference nights to meet parents work schedules

**BUILDING POSITIVE RELATIONSHIPS** - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

A variety of family events are planned throughout the year including a literacy night, math and science night. PTA hosts a fall fest and a valentine dance as well as movie nights. Parents are kept informed of school activities via school messenger, monthly newsletter, agenda, website and school app. Many teachers also do a weekly newsletter to keep parents informed of upcoming events. Parent conferences are planned at least two times per year, more frequently for struggling studentss

**LEARNING ABOUT LOCAL COMMUNITY** - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Our FCL is tasked with building community relationships to support student achievement and build mentor programs for our 5000 Role Model and Girlfriends groups.

**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section K** **Area 11: Additional Targets**

*This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.*

Add Target
Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
We have achieved Gold status for the Healthy Schools Program under the Alliance for a Healthier Generation. We will continue to look at ways to make our school the healthiest it can be. Continuing to provide recess and frequent classroom brain breaks. All students will be assessed in PE using the Being Fit Matters physical assessment twice per year. Healthy food choices will be offered to students and with a new cafeteria manager a salad bar is in the plans.			

## PART III

## PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD

Delete PD

Professional Development Identified	Marzano growth model implementation
Related Goal(s)	Reading
Topic, Focus, and Content	Learning goals and scales, standards driven instruction
Facilitator or Leader	Various
Participants (e.g., Professional Learning Community, grade level, school wide)	School wide
Target Dates or Schedule (e.g., professional development day, once a month)	faculty meetings 1 time per month
Strategies for Follow-Up and Monitoring	administrators walkthroughs, informal observations
Person Responsible for Monitoring	administrators
Professional Development Identified	Journaling across the content areas
Related Goal(s)	Increase reading, math and science achievement
Topic, Focus, and Content	Journaling as a formative assessment
Facilitator or Leader	LLC
Participants (e.g., Professional Learning Community, grade level, school wide)	PLC/Schoolwide
Target Dates or Schedule (e.g., professional development day, once a month)	1 time per month
Strategies for Follow-Up and Monitoring	PLC student work share out
Person Responsible for Monitoring	administrators
Professional Development Identified	Professional Learning Community way of work
Related Goal(s)	increase student achievement in reading, math and science
Topic, Focus, and Content	PLC way of work and processes
Facilitator or Leader	Consultant from Solution Tree, administrator
Participants (e.g., Professional Learning Community, grade level, school wide)	School wide, PLC
Target Dates or Schedule (e.g., professional development day, once a month)	each faculty meeting model PLC structures and will be reinforced at individual PLC meetings.
Strategies for Follow-Up and Monitoring	PLC notes
Person Responsible for Monitoring	administrator

**PART IV** **COORDINATION AND INTEGRATION**

**FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS** - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

## Title 1 Part A:

- support high quality instruction, increase parental involvement (see PIP)
- professional development

## Title 1 Part D:

- increase access/use of technology (increase teacher use and access of SMART boards)

## Title II:

- provide professional development for teachers

**MEETING STUDENT NEEDS** - Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school leadership team meets bi-monthly to monitor and discuss school needs. Data is reviewed by the SBLT weekly to insure thta students needs are being met. The leadership team monitors the expenditures and needs of internal, discretionary and title 1 funds to insure funds are allocated to areas of need. The school secretary maintains an inventory of resources for supplies and technology. The MTSS coach maintains inventory of intervention materials.

**PART V** **BUDGET**

Create a budget for each school-funded activity.

Add Item

Delete Item

Budget Item Description	JR Guided reading kits
Related Goal(s)	ELA
Actions/Plans	implementation of JRGR with fidelity including Running records
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	evidence based program
Description of Resources	JRGR kits - one for each grade level K, 2, 3, 4 & 5
Funding Source	SIP funds
Amount Needed	\$3,000.00
Budget Item Description	SMART boards
Related Goal(s)	ELA, math, science



Actions/Plans	
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	
Description of Resources	SMART board
Funding Source	SIP
Amount Needed	\$2,000.00
<b>Budget Item Description</b>	
Related Goal(s)	
Actions/Plans	
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	
Description of Resources	
Funding Source	
Amount Needed	

<b>PART VI</b>	<b>MID-YEAR REFLECTION</b>
----------------	----------------------------

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal
Delete Goal

<b>Goal Area</b>	
Has the goal been achieved?	<input style="width: 100%; height: 20px;" type="text"/>
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

# 8-Step Planning and Problem-Solving Process

