School Improvement Plan
SY 2018-19

JOHN M. SEXTON ELEMENTARY SCHOOL

Michael A. Grego, Ed.D.
Superintendent
Pinellas County Schools

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Continuous Improvement

A school does not achieve its goals by good fortune or hard work alone, but by prioritizing efforts. Improvements are made by focusing intensely on the priorities, while maintaining high service levels for ongoing work. The School Improvement Plan (SIP) is based on the Plan, Do, Study, Act (PDSA) process, which manages and supports effective and efficient planning, implementation, monitoring, revising, and oversight.

A fully developed SIP places the management of priorities and strategies in the context of planning, accountability and support at the school level. School SIP teams ensure these priorities are supported through:

- clearly defined priorities and strategies that are aligned to district strategic goals,
- oversight throughout the planning, implementation and monitoring process, and
- reflection and adjustment to meet school, department and student needs.

Plans succeed because they are well developed, implemented and monitored, and align with the overall goals and objectives of the school and district. The benefits of a good SIP process include achievement of the desired results that positively impact staff growth and student achievement.

⬡ **A. Vision and Direction**

School Profile

Principal:	Tony Pleshe	SAC Chair:	Lisa Brugge

School Vision	100% Student Success

School Mission	Engaging and inspiring students and staff for success

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
635	36	130	105	32	332	0

School Grade	2018: C	2017: D	2016: C	Title I	YES

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
Proficiency All	41	40	47	44	45	33						
Learning Gains All	46	35	56	39								
Learning Gains L25%	59	18	58	20								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Tony	Pleshe	FT	Less than 1 year
Equity Champion	Tameka	Rodney	FT	1-3 years
ESE	Clarissa	Hucknall	FT	4-10 years
ELL	Stephanie	Middleton	FT	1-3 years
Climate and Culture	Leanne	Lapointe	FT	11-20 years
Total Instructional Staff:	53		Total Support Staff:	27

B. Improvement Priorities

Choose three priorities for improvement ("Big Rocks") that you will focus on for the school year. Following the priority, complete the theory of action statement using your current data and results from your problem solving process.

> ***EXAMPLE THEORY OF ACTION***: If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students achieving proficiency will increase from 77% to 89%.

1. Priority 1: Standards-based planning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students achieving grade level proficiency in ELA will increase from 41% to 57%

2. Priority 2: Standards-based instruction

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students achieving grade level proficiency in Math will increase from 41% to 57%

3. Priority 3: Student-Centered with Rigor

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor , then the number of all students achieving grade level proficiency will increase from 41% to 57%

⬡ **C. Monitoring and Achieving Improvement Priorities**

School Improvement is best achieved when a school—in its totality—works together to achieve the school's common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school's improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows and add rows for additional teams, as needed.

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	The teams responsible for implementation and monitoring	*Identify the priorities above for which each team is responsible*	*The problem you are trying to solve*	*Major actions taken to execute the improvement with fidelity*	*List the title of who is leading the work of each team*	*List the titles of those who participate on each team for implementation and monitoring*	*State how often you are monitoring*	*Describe what it looks like and what artifacts are available when this is implemented with fidelity*
1.	SBLT (using MTSS Framework)	All Priorities	*Monitor instructional implementation of grade-level standards to increase student proficiency*	• Training on standards based planning and instruction	Principal	Assistant Prinicipal MTSS Coach ESE Teachers Reading/Math Coaches	Weekly	• *Lesson plans aligned to standards, with targets and performance scales,* • *Planned and completed student work requiring practice with complex text and its academic language*
2.	Tier 3 Problem-solving Team	All Priorities	Monitor students not meeting expectation at Tier 3 Level	• Weekly meetings to review data and progress monitor	MTSS Coach	Principal Assistant Prinicipal MTSS Coach ESE Teachers Content Coaches	Weekly	• Student data will be tracked over a six-week period. • Students will show growth
3.	Equity Team	All Priorities		•				•

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
4.	Child Study Team	Priority 3	Monitor students attendance rates	• Bi-weekly meetings	Social Worker	Principal DMT	Bi-weekly meetings	• Student attendance data is tracked and kept in a data base • Increased student attendance
5.	Subject Area / Grade Level Leaders *(enter as many rows as needed)*	All Priorities	Alignment	• Weekly meetings • Weekly Staff Communication	Principal	Assistant Prinicipal MTSS Coach Teachers Content Coaches	Weekly	• Implementation of high yield strategies in the classroom • Increased scores
6.	Literacy Leadership Team *Same as SBLT*	Choose an item.		•				•

Goals

Instructions

Refer to your plan for Monitoring and Achieving Improvement Priorities as a school-wide system (above). In the sections below, identify specific academic goals and strategies that you will implement in support of achieving those priorities.

These goals, strategies and professional development should align directly to the Monitoring and Achieving Improvement Priorities table in the Continuous Improvement section above. The table above describes how you are monitoring the implementation of these strategies, as well as the progress of these goals.

REFLECTION: Review your data, and work though the problem-solving and gap analysis processes.

SMART GOALS: Use the optional Goal Calculator to determine your targets. Write your goals as SMART goals (Specific, Measurable, Actionable, Realistic, and Timely).

STRATEGIES: Identify the high-leverage strategies your school will employ to support improvement. You may choose from the drop-down menu provided by your level content specialists or write your own.

ACTION STEPS: Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when is it occurring.

MONITORING: Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.

PROFESSIONAL LEARNING: List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.

Conditions for Learning

⬡ **A. Climate and Culture**

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):
1. Our current level of performance in school-wide behavior is 6% of our students have received a behavior report . We expect our performance level to be decrease by 10% .
2. The problem/gap in behavior performance is occurring because lack of school wide expectations .
3. If school wide expectations were posted, taught and monitored), the problem would be reduced by 10%, as evidenced by decrease in behavior reports written.
4. We will analyze and review our data for effective implementation of our strategies by reviewing them in our monthly faculty meeting and monthly restorative practice PLC.

5. **SMART GOAL:**

EXAMPLE: The percent of all students receiving referrals will decrease from 6% to 5%, as evidenced by restorative practices research from IIRP.

The percent of all students receiving a referral will decrease from 6% to 5%, as measured by the number of behavior reports written.

6. **STRATEGIES:**
List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on an integration of behavioral and academic supports to meet the needs of all students.

☒ Strengthen the ability of all staff to establish and maintain positive relationships with all students.

☒ Strengthen the implementation of research-based practices that communicate high expectations for each student.

☒ Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

7. **ACTION STEPS:** *(Complete the action steps to the needs of your school to meet this goal for each area. District-wide actions have been inserted for ease of completion; adapt and tailor to meet your school needs.)*

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	• Principal, Assistant Principal, Teacher Leaders	• Summer 2018
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• Leanne Lapointe, teacher leader	• Summer 2018
Develop school-wide roll-out and development plan of RP/SEL.	• Principal	• Summer 2018
Conduct learning opportunities.	• Leanne Lapointe, teacher leader	• 2018-19 School Year
Monitor and support staff for implementation with fidelity.	• Principal	• 2018-19 School Year
Review student and teacher data on weekly basis for trends and next steps.	• Principal/Assistant Principal	• 2018-19 School Year

Update school-wide plan on a monthly basis. • *Celebrate areas of growth* • *Update strategies for areas of improvement*	• Assistant Principal	• 2018-19 School Year

8.   MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):   ☐ Priority 1   ☐ Priority 2   ☒ Priority 3

9.   PROFESSIONAL LEARNING: *(Outline the school-based learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly Restorative Practice PLC which will follow district plan.	Instructional Staff	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

◆ **B. Conditions for Learning: Attendance**

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 18% absent 10% or more. We expect our performance level to be 10% or less by May 2019.
2. The problem/gap in attendance is occurring because tier 2 and 3 interventions were not occurring with fidelity.
3. If Tier 2 and 3 interventions would occur, the problem would be reduced by 8 plus percent.
4. We will analyze and review our data for effective implementation of our strategies by September 2018

5. **SMART GOAL:**

> EXAMPLE: The percent of all students missing more than 10% of school will decrease from 31% to 25%, as evidenced by attendance dashboard data.

The percent of all students missing more than 10% of school will decrease from 18% to 10% or less, as measured by Attendance dashboard data.

6. **STRATEGIES:** *(Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)*

☒ Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.

☒ Strengthen the implementation of Tier 2 interventions to address and support the needs of students.
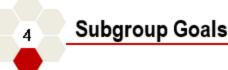
☐ Choose Attendance Strategy

7. **ACTION STEPS:** *(Adapt and tailor the action steps to meet the needs of your school to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	CST/SBLT	Pre-School
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	CST/SBLT	Pre-School and ongoing
Develop and implement attendance incentive programs and competitions.	CST/SBLT	Ongoing
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	CST/SBLT	Bi-weekly
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	CST/SBLT	Bi-weekly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	CST/SBLT	Bi-weekly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	DMT/CST/SBLT	Daily

8. **MONITORING:**

These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):   ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Review attendance taking process and school-wide strategies for positive attendance with all staff	Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 41% meeting expectation, as evidenced in FSA.
2. We expect our performance level to be 50% by the end of the 2018-19 school year.
3. The problem/gap is occurring because standards based planning needs to be implemented with fidelity.
4. If standards based planning were implemented with fidelity, the problem would be reduced by 9%.

5. **SMART GOALS:**

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students achieving ELA proficiency will increase from 41% to 50%, as measured by the end of the 2018-19 school year.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

☐

7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Coordinate Thinking Maps training for the year	Principal/Reading Coach	Monthly Planning September PD October PD January PD
Analyze Student Work Focused monthly data chats by grade level, specifically focusing on who the L25 students are, how we are closing the gap and seeing growth within modules, and extended learning opportunities.	Content Coaches Principal	Monthly PLC
PLC work reflecting on collaborative planning and culturally relevant teaching strategies to enhance the voice and choice of all students further giving struggling students an access point of their choice to the curriculum and instruction	Content Coaches Principal	Monthly PLC

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

☒ Priority 1   ☒ Priority 2   ☒ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Contracted Services with Thinking Maps	All Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

Culturally Relevant Teaching and Restorative Practices training. During Preschool and then again during each staff meeting. Ensuring that staff have sufficient strategies to ensure that students are part of a community of learners and that their social emotional needs are taken care of through incorporating activities which give students voice and choice, thus providing more opportunities for students to access the curriculum in a way they feel comfortable with allowing the instructional staff member to push them along the continuum of learning.	Equity Team: Principal Assistant Principal Content Coaches	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 47%, as evidenced in FSA.
2. We expect our performance level to be 55% by the end of the 2018-19 school year.
3. The problem/gap is occurring because standards based planning needs to be implemented with fidelity.
4. If standards based planning is implemented with fidelity, the problem would be reduced by 8%.

5. **SMART GOALS:**

EXAMPLE: The percent of all students achieving math proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students achieving math proficiency will increase from 47% to 55%, as measured by FSA.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

☒ Strengthen staff ability to engage students in complex tasks.

☐ Choose Strategy

7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Utilize Math Coach to work with grade levels on Model Drawings and PLC work reflecting on collaborative planning and culturally relevant teaching strategies to enhance the voice and choice of all students further giving struggling students an access point of their choice to the curriculum and instruction	Math Coach Instructional Staff	On-going 2018-19 school year
Focused monthly data chats by grade level, specifically focusing on who the L25 students are, how we are closing the gap and seeing growth within modules, and extended learning opportunities.	Principal Coaches	On-going 2018-19 school year

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

    ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Model Drawing	27 Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Opportunities for teachers to collaborate and share best practices based on FSA data and growth ratings. Teachers receiving a highly effective ranking from the state utilize more complex tasks and differentiated learning tasks based on the standards allowing for all students, including the L25 to see growth and these	All Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

practices need to be shared in a very deliberate way to encourage collaboration. Recorded lessons will be shared, lesson planning will be reflected upon to identify what strategies are being used that are working.		
Culturally Relevant Teaching and Restorative Practices training. During Preschool and then again during each staff meeting. Ensuring that staff have sufficient strategies to ensure that students are part of a community of learners and that their social emotional needs are taken care of through incorporating activities which give students voice and choice, thus providing more opportunities for students to access the curriculum in a way they feel comfortable with allowing the instructional staff member to push them along the continuum of learning.	All Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 45%, as evidenced in FSA.
2. We expect our performance level to be 50% by the end of the 2018-19 school year.
3. The problem/gap is occurring because standards based planning needs to be implemented with fidelity.
4. If standards based planning is implemented with fidelity would occur, the problem would be reduced by 5%.

5. **SMART GOALS:**

EXAMPLE: The percent of all students achieving science proficiency will increase from 77% to 89%, as measured by FSA.

The percent of 5th grade students achieving science proficiency will increase from 45% to 50%, as measured by FSA.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

☒ Choose Strategy

☒ Choose Strategy

☒ Choose Strategy

7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	**WHO** is leading this step?	**WHEN** is it occurring?
Coordinate with Science Coach to organize rigorous review method for 5th grade teachers	Science Coach	Monthly PLC/Planning
Utilize and analyze 5th grade diagnostic assessment to drive data-based decision making	Principal/Science Coach	Built into the Data Chat calendar for 2018-19

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

   ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	**Participants** (number and job titles)	**Priority Alignment**
Onsite PD with Science Coach to enhance staff capacity	5th Grade Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Ongoing data analysis with 5th grade teachers to make data-based decisions	5th Grade Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Focused PLC work to disaggregate diagnostic scores to identify vocabulary to focus on for current group of fifth graders.	Science Coach 5th Grade Teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is Gold , as evidenced in Alliance for a Heatheir Generation.
2. We expect our performance level to be Gold by April 2019.
3. The problem/gap is occurring because no gap exists.
4. If N/A would occur, the problem would be reduced by N/A.

5. **SMART GOALS:**

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The number of all students achieving a healthier life style will increase from Gold to Gold, as measured by Alliance for a Healthier Generation.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.
☐ Choose Strategy
☐ Choose Strategy

7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Continue to offer healthy options for breakfast and lunch	Susan Shriver	weekly
Complete Healthy Schools Program Assessment	Jenn Velez	September 2018
Update Healthy Schools Program Assessment and Apply for Recognition	Jenn Velez	April 2019

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):
☐ Priority 1   ☐ Priority 2   ☒ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly District Meetings	Cafeteria Manager	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Healthy School Team A: Assessment	Healthy School Team	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Healthy School Team B: Assessment	Healthy School Team	☐ Priority 1 ☐ Priority 2 ☒ Priority 3

G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):
1. Our current level of performance is zero, as evidenced in no STEM Club was offered last year.
2. We expect our performance level to be 15 percent participation by September 2018.
3. The problem/gap is occurring because STEM was not offered last year.
4. If STEM would occur, the problem would be eliminated.

5. SMART GOALS:

EXAMPLE: The percent of all students participating in STEM Academy activities will increase from 77% to 89%, as measured by school and district participation data.

The percent of all students in grades 2 – 5 participating in STEM Academey activities will increase from 0% to 15%, as measured by school participation data.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☐ Choose Strategy
☐ Choose Strategy
☒ Choose Strategy

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	**WHO** is leading this step?	**WHEN** is it occurring?
Recruit and Train STEM Teacher	Principal	August
Recruit students	Grade Level Teachers	August

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):
☒ Priority 1   ☐ Priority 2   ☒ Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	**Participants** (number and job titles)	**Priority Alignment**
Teacher training	STEM Teacher	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

Subgroups

A. Bridging the Gap with Equity for All: Black Students

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 27.6, as evidenced in FSA ELA proficiency.
2. We expect our performance level to be 41% by May 2019.
3. The problem/gap is occurring because staff need to utilized data to organize student to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
4. If using data to differentiate instruction would occur, the problem would be reduced by 13.4.
5. **SMART GOALS:**

EXAMPLE: The percent of black students graduating from high school with their cohort will increase from 75% to 83%, as measured by FLDOE end of year graduation file.

The percent of black students reaching proficiency on FSA ELA will increase from 27.6% to 41%, as measured by May 2019 FSA ELA .

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for black learners and are in addition to the strategies and actions articulated with the content specific goals.)*

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	☒ Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. ☐ Choose Strategy ☐ Choose Strategy	• An increase in the number of African American students receiving a level 3 or higher on FSA ELA
Student Achievement	☒ Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. ☒ Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. ☐ Choose Strategy	• An increase in the number of African American students receiving a level 3 or higher on FSA ELA
Advanced Coursework	☒ Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners. ☐ Choose Strategy ☐ Choose Strategy	• All African American students will be screened for gifted
Student Discipline	☒ Provide training for culturally relevant disciplinary practices and ensure strong implementation. ☒ Implement Restorative Practices throughout the school. ☐ Choose Strategy	• A decrease in the number of African American students receiving referrals
ESE Identification	☒ Ultilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. ☐ Choose Strategy ☐ Choose Strategy	• All identified African American students will receive appropriate interventions with fidelity and will show growth on FSA

Minority Hiring	☒ Ultilize supports from district office to support the recruitment and retention of black applicants. ☐ Choose Strategy ☐ Choose Strategy	• An increase in retention and hiring of African American teachers

7. **MONITORING**: These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

8. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Identify any African American students who have not yet been screened for gifted	Gifted Teacher Guidance Counselor	ongoing
Identify any African American student in need of remediation and offer them first priority in extended learning opportunities	MTSS Coach SBLT	ongoing
Administrators monitor teacher practice and provide feedback to support teacher growth	Principal Assistant Principal Content Coaches	ongoing

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
ESE and 504 Training	All instructional staff (53)	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Restorative Practices	All Staff (80)	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

B. ESE (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 14.3%, as evidenced in FSA ELA 2018.
2. We expect our performance level to be 40% by May 2019.
3. The problem/gap is occurring because ESE students need more exposure to cognitively complex tasks with scaffolded support.
4. If ESE teachers and classroom teachers use cognitively complex tasks with their ESE students then, the problem would be reduced by half.

5. **SMART GOALS:**

EXAMPLE: The percent of ESE students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of ESE students achieving ELA proficiency will increase from 14.3% to 40%, as measured by FSA ELA 2019.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for ESE learners and are in addition to the strategies and actions articulated with the content specific goals.)*

☒ 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).

1. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Implement a process for placing students requiring ESE service in master schedules first in order to optimize service delivery and focused on a clustering process to meet student needs.	Principal/Assistant Principal MTSS Coach	August 2018
Use evidence-based practices for student with disabilities to teach foundational literacy and math skills as a pathway to grade level work.	ESE Teacher Classroom Teacher	Ongoing

2. **MONITORING:**

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):   ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

3. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Thinking MAP Training	Instructional (53)	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Model Drawing (Math)	Instructional	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

C. ELL (As appropriate, based on school data)

DATA SOURCES TO REVIEW: ACCESS 2.0 language proficiency for students who have recently arrived and long-term English learners.

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 0% of our ELL students are proficient in ELA, as evidenced in FSA ELA.
2. We expect our performance level to be 40% of our ELL students proficient in ELA by May 2019.
3. The problem/gap is occurring because ELL students need to have instruction based on their language proficieny levels as evidenced in ACCESS 2.0.
4. If instruction based on language proficiency levels for ELL students would occur, the problem would be reduced by 40%.

5. **SMART GOALS:**

EXAMPLE: The percent of ELL students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of ELL students achieving ELA proficiency will increase from 0% to 40%, as measured by FSA ELA.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for English learners and are in addition to the strategies and actions articulated with the content specific goals.)*

☒ Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.

☐ Choose Strategy

7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Articulate the process and procedures for scheduling ELL students in clusters to maximize instructional support and ensure all teachers are aware of the ELL student in their classes	Administration Classroom Teachers Data Management Tech	August 2018

8. **MONITORING:**

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):   ☒ Priority 1   ☐ Priority 2   ☐ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Provide training for teachers/bilingual assistants on the ELL vocabulary routine to help students acquire confidence in English vocabulary	Classroom Teachers Bilingual Assistant	☒ Priority 1 ☒ Priority 2 ☐ Priority 3

D. Gender (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 47.6% of our girls are proficient in ELA as compared to our boys who scored 34.8%, as evidenced in FSA ELA 2018.
2. We expect our performance level to be equalized by May 2019.
3. The problem/gap is occurring because lack of culturally relevant strategies being used for boys.
4. If boys are given more opportunities to learn in multiple modalities, the problem would be reduced by 20%.

5. **SMART GOALS:**

EXAMPLE: The percent of male students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of male students achieving ELA proficiency will increase from 34.8 to 40%, as measured by FSA ELA 2019.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for gender learners and are in addition to the strategies and actions*

☒ Provide a physical learning environment that is conducive for learning for both genders.
☐ Choose Strategy
☐ Choose Strategy

7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide Cultrually Relevant training to teachers	Administration Equity Team Instructional Staff (53)	Ongoing
Identify male students who are struggling and support teachers in creating a plan to address the individual needs of these students	Instructional Coaches	Ongoing

8. **MONITORING:**

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement

Priority(ies):   ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Provide Cultrually Relevant training to teachers	Administration Equity Team Instructional Staff (53)	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

E. Gifted (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 76% of our gifted students scored 4 or 5 on FSA ELA, as evidenced in FSA ELA 2019.
2. We expect our performance level to be 86% by May 2019.
3. The problem/gap is occurring because gifted students are not clustered and are not being properly differentiated for.
4. If differentiation, cluster grouping and enrichment opportunities would occur, the problem would be reduced by 10%.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of gifted students scoring at level 4 or 5 will increase from 76% to 86%, as measured by FSA ELA May 2019.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for gifted/talented learners and are in addition to the strategies and actions articulated with the content specific goals.)*

☒ Strengthen staff ability to engage students in complex tasks.
☐ Choose Strategy
☐ Choose Strategy

7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Cluster group gifted and talented students so that the process of differentiation is more effective for gifted learners	Classroom Teachers Administration	August 2018

8. **MONITORING:**

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):   ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Contracted Services with Thinking Maps	All Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

Family and Community Engagement

STRATEGIES AND ACTION STEPS:

List the specific strategies your school uses to build relationships with families and the community.

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	• Midterm reports sent home consistently as directed by the district calendar. • Regularly scheduled conferences in fall and spring for all students. More frequent conferences as needed based on testing cycle results. • Consistent daily use of school planner/agendas/Class Dojo	• Classroom teacher-fidelity check by Principal and Assistant Principal.	• Ongoing
2. Provide academic tools to families in support of their students' achievement at home.	• Parent Conferences • Curriculum Nights • School Website	• Principal • Assistant Principal • Teachers	• Ongoing
3. Purposefully involve families with opportunities for them to advocate for their students.	• Conferences • IEP meetings • FBA meetings • Family Events • PTA/SAC	• Principal • Assistant Principal • Teachers • PTA	• Ongoing
4. Intentionally build positive relationships with families and community partners.	• Continue to grow time honored traditions as expected by the Sexton community. • Continue to use and grow the use of social media to connect with families who are unable to attend school functions.	• PTA • Principal	• Ongoing

5. **MONITORING:**

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):   ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

6. **PROFESSIONAL LEARNING:**

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Family Events throughout year	Administration, Teachers and Families	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
PTA and SAC Meetings	PTA Meetings SAC Meetings Quarterly	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

SAC Membership

First Name	Last Name	Race	Stakeholder Group
Lisa	Brugge	White	Parent
Mindy	Hoston	Black	Parent
Michelle	Brake	White	Parent
Keesha	Graham	Black	Parent
Tony	Pleshe	White	Principal
Robert	Ferguson	Asian	Teacher
Nancy	Torres	Hispanic	Support Employee
Terry	Thompson	Hispanic	Teacher
Frankie	Robinson	White	Parent
Pat	Davey	White	Business/Community
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

SAC COMPLIANCE

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☒ Yes   ☐ No, the steps being taken to meet compliance are (describe below):

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☒ Yes, Committee Approval Date: 8/20/2018   ☐ No

⬢ BUDGET / SIP FUNDS

Describe the projected use of school improvement funds and include the amount allocated to each resource.
Budgeted amounts are approximations.

Budget Categories	Amount
1. **Academic Support**	$ **$3500**
TDE's for training	$500
Materials	$3000
2. **Behavioral Support**	$ 650
Student Incentives	$500
Print Cost	$150
3. **Materials and Supplies**	$ 2000
[Insert materials on a separate row]	[Insert Amount]
[Insert materials on a separate row]	[Insert Amount]
4. **Employee Expenses** *(i.e., travel, registration fees, etc.)*	$ **[Insert amount for category]**
NA	[Insert Amount]
Click or tap here to enter text.	[Insert Amount]
5. **Professional Learning and Training** *(not employee expenses. Categories could include TDE, stipends, etc.)*	$ 500
TDE's	$500
Click or tap here to enter text.	[Insert Amount]
6. **Other** *(please list below)*	$ **[Insert amount for category]**
[Describe each on a separate row]	[Insert Amount]
[Describe each on a separate row]	[Insert Amount]
TOTAL $ **6650.00**	