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John M. Sexton Elementary School

1997 54TH AVE N, St Petersburg, FL 33714

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

Demographics

Principal: Toney Plesche

Start Date for this Principal: 7/3/2019

2018-19 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: C 2016-17: D 2015-16: C 2014-15: C 2013-14: C
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	N
Year	A

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

100% Student Success

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Pleshe, Tony	Principal
Principal	
Middleton, Stephanie	Assistant Principal
Assistant Principal	
Rodney, Tameka	Instructional Coach
Instructional Coach	
	Instructional Coach
Instructional Coach	
Marinari, Karen	Attendance/Social Work
Attendance/Social Work	
Tyoe, Fran	Administrative Support
Administrative Support	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	59	74	66	87	73	83	0	0	0	0	0	0	0	442
Attendance below 90 percent	1	11	6	12	11	13	0	0	0	0	0	0	0	54
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	4	15	30	0	0	0	0	0	0	49

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	0	2	6	6	0	0	0	0	0	0	0	15

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

25

Date this data was collected or last updated

Wednesday 7/3/2019

Prior Year - As Reported

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

Indicator	Grade Level												Total
Attendance below 90 percent													
One or more suspensions													
Course failure in ELA or Math													
Level 1 on statewide assessment													

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

Indicator	Grade Level												Total
Students with two or more indicators													

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	18	13	15	17	21	19	0	0	0	0	0	0	0	103
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	19	30	31	0	0	0	0	0	0	0	80

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

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

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	42%	54%	57%	41%	50%	56%
ELA Learning Gains	49%	59%	58%	46%	47%	55%
ELA Lowest 25th Percentile	48%	54%	53%	36%	40%	48%
Math Achievement	51%	61%	63%	46%	61%	62%
Math Learning Gains	52%	61%	62%	58%	56%	59%
Math Lowest 25th Percentile	43%	48%	51%	54%	42%	47%
Science Achievement	35%	53%	53%	45%	57%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	59 (0)	74 (0)	66 (0)	87 (0)	73 (0)	83 (0)	442 (0)
Attendance below 90 percent	1 ()	11 ()	6 ()	12 ()	11 ()	13 ()	54 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	1 (0)	0 (0)	0 (0)	1 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	4 (0)	15 (0)	19 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	56%	-5%	58%	-7%
	2018	40%	53%	-13%	57%	-17%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	35%	56%	-21%	58%	-23%
	2018	45%	51%	-6%	56%	-11%
Same Grade Comparison		-10%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-5%				
05	2019	42%	54%	-12%	56%	-14%
	2018	39%	50%	-11%	55%	-16%
Same Grade Comparison		3%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	65%	62%	3%	62%	3%
	2018	43%	62%	-19%	62%	-19%
Same Grade Comparison		22%				
Cohort Comparison						
04	2019	47%	64%	-17%	64%	-17%
	2018	53%	62%	-9%	62%	-9%
Same Grade Comparison		-6%				
Cohort Comparison		4%				
05	2019	44%	60%	-16%	60%	-16%
	2018	47%	61%	-14%	61%	-14%
Same Grade Comparison		-3%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	37%	54%	-17%	53%	-16%
	2018	45%	57%	-12%	55%	-10%
Same Grade Comparison		-8%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	43	43	18	47	47					
ELL	32	53		32	47						
ASN	50	67		61	67						
BLK	29	40	46	35	42	43	17				
HSP	39	52	55	44	56	50	40				
MUL	53	45		47	36						
WHT	46	49	44	58	55	33	42				
FRL	37	45	45	46	49	36	29				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	27	35	13	44	35	13				
ELL	11	46		21	47	50					
ASN	43	50		50	50						
BLK	27	27	21	32	56	67	26				
HSP	40	57	45	48	63	50	25				
MUL	38	36		44	45						
WHT	48	52	39	51	59	44	57				
FRL	36	43	36	41	54	53	38				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	373
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	61
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	47
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Rising 4th graders entering 5th grade show low performance in reading across the grade level. Our SWD group scored the lowest at 26%, ELL 40%, and Black/AA at 37%. Traditionally, the SWD group scores below the 40%tile. This year we saw a slight increase from previous years.

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

Science and rising 4th grade students in ELA showed the greatest decline at -10%. This cohort of students are non-motivated readers. Two of the four teachers were first year teachers. Three of the four teachers were new to the school.

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

Rising 4th grade students in ELA showed the greatest decline at -23%. This cohort of students are non-motivated readers. Two of the four teachers were first year teachers. Three of the four teachers were new to the school.

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

Rising 3rd grade students in Math showed the greatest increase at +22%. The classrooms that saw the largest gains had teachers that highly incentivized learning in the classroom.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

1. L25 Learning Gains in both Math and ELA
2. ELA scores in 5th Grade based on previous performance of this cohort.

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

1. Science
2. L25 learning gains
3. 5th Grade ELA
4. SWD
5. AA

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	English/Language Arts
Rationale	Our current level of performance is 43%, as evidenced in ELA FSA. The problem/gap is occurring because the depth of knowledge of standards and the varying use of high yield strategies.
State the measureable outcome the school plans to achieve	The number of students scoring level 3 or higher will increase by from 43% to 53% as measured by the 2020 FSA.
Person responsible for monitoring outcome	Tony Pleshe (pleshet@pcsb.org)
Evidence-based Strategy	<ul style="list-style-type: none"> Identifying similarities and differences Summarizing and note taking Reinforcing effort and providing recognition Homework and practice Nonlinguistic representations Cooperative learning Setting objectives and providing feedback Generate and testing hypothesis Questions, cues, and advance organizers
Rationale for Evidence-based Strategy	In Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, Robert Marzano (2001) and his colleagues identify nine high-yield instructional strategies through a meta-analysis of over 100 independent studies. They determined that these nine strategies have the greatest positive affect on student achievement for all students, in all subject areas, at all grade levels.
Action Step	
Description	<ol style="list-style-type: none"> 1. Content Professional Development working with Marzano's 9 High Yield Strategies 2. Designated PLC's that allow for teachers to collaboratively plan for differentiation. 3. Designated Monthly PLC to allow teachers to visit other classrooms with a purpose aligned to the 9 Strategies 4. Implement AVID school wide with PD monthly 5. Align individual teacher's Deliberate Practice with beyond the school day professional development that address deficiencies identified by classroom data
Person Responsible	Tameka Rodney (rodneyt@pcsb.org)

#2	
Title	Math
Rationale	Our current level of performance is 52%, as evidenced in the Math FSA. The problem/gap is occurring because lack of number sense.
State the measureable outcome the school plans to achieve	The number of students scoring 3 or higher will increase by 10 percentage points as measured by the 2020 FSA
Person responsible for monitoring outcome	Tony Pleshe (pleshet@pcsb.org)
Evidence-based Strategy	8 Step Model Drawing Read, rewrite, who/what, draw, chunk/adjust/question, compute and write.
Rationale for Evidence-based Strategy	In the book, 8-Step Model Drawing: Problem Solving Strategies, offers a way to bridge the gap between the concrete and abstract levels, reinforcing students' visualization and understanding of math concepts and processes through model drawing. With this approach, students move from abstract to solid foundation which to build skill. Students develop problem-solving skills and real number sense.
Action Step	
Description	<ol style="list-style-type: none"> 1. Content Professional Development conducted by our math coach, Dr. Brodney. 2. Designated PLC's that allow for teachers to collaboratively plan 3. Designated Monthly PLC to allow teachers to visit other classrooms with a purpose aligned to math best practice. 4. Implement AVID school wide with PD monthly 5. Utilize district resource for training with iready and Dreambox. 6. Align individual teacher's Deliberate Practice with beyond the school day professional development that address deficiencies identified by classroom data
Person Responsible	[no one identified]

#3	
Title	Science
Rationale	Our current level of performance is 35%, as evidenced on Science State Assessment. The problem/gap is occurring because the depth of knowledge of standards and the varying use of high yield strategies.
State the measureable outcome the school plans to achieve	The number of students scoring level 3 or higher will increase by from 35% to 45% as measured by the 2020 Science State Assessment.
Person responsible for monitoring outcome	Tony Pleshe (pleshet@pcsb.org)
Evidence-based Strategy	Utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and include appropriate grade level utilization of science labs in alignment to the 1st - 5th grade standards.
Rationale for Evidence-based Strategy	High-quality science instruction moves students from curiosity to interest to reasoning (Moulding, Bybee, and Paulson 2015). The progression of learning occurs with each science and engineering experience and is magnified by frequency and intentionality. Over time and through multiple and varied experiences, children develop skills in scientific discourse.
Action Step	
Description	<ol style="list-style-type: none"> 1. Content Professional Development working with 5E instructional model and 10-70-20 science model 2. Designated PLC's that allow for teachers to collaboratively plan for science 3. Implement Science Camp in 4th and 5th Grade based on diagnostic test 4. Develop, implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th Grade Diagnostic Assessment. 5. Implement AVID school wide with PD monthly 6. Monitor use of science lab
Person Responsible	Stephanie Middleton (middletons@pcsb.org)

#4	
Title	Bridging the Gap
Rationale	Eliminate the gap between the proficiency rates in reading (ELA) and math on state and national assessments for black and non-black students. Current rate for our ELA is 41% while our Black rate is 37%.
State the measureable outcome the school plans to achieve	Eliminate the gap between the proficiency rates in reading (ELA) and math on state and national assessments for black and non-black students. Our goal is to to have 100% of our Black students make learning gains this year as measured on the FSA.
Person responsible for monitoring outcome	Tony Pleshe (pleshet@pcsb.org)
Evidence-based Strategy	Implement culturally relevant instructional practices in classrooms such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to increase the percentage of proficient students.
Rationale for Evidence-based Strategy	John M. Sexton is commitment to culturally relevant curriculum, materials, and training in support of rigorous, engaging instruction in all classrooms. Our work is based off Dr. Mary Conages' 6 M's.
Action Step	
Description	<ol style="list-style-type: none"> 1. Content Professional Development working with Equity and the 6 M's 2. Instructional Leadership provides feedback that is actionable and targeted on equity based strategies. 3. Designated Monthly PLC to allow teachers to visit other classrooms with a purpose aligned to observing culturally relevant instruction. 4. Implement AVID/CRT school wide with PD monthly 5. Align individual teacher's Deliberate Practice with professional development that address deficiencies identified by classroom data
Person Responsible	Stephanie Middleton (middletons@pcsb.org)

#5	
Title	Attendance
Rationale	Our current level of performance is 82.5% attendance rate, as evidenced by our record keeping data system, Focus. The problem/gap is occurring due to the number of family events that take place as reported in Focus. It should also be noted that students attendance history move with them when moving schools during the year.
State the measureable outcome the school plans to achieve	The number of absences will decrease by 10 percentage points which will bring our attendance rate to 92.5% as measured by Focus.
Person responsible for monitoring outcome	Tony Pleshe (pleshet@pcsb.org)
Evidence-based Strategy	The use of PBIS framework to change the focus of discipline for absences to reward for attendance.
Rationale for Evidence-based Strategy	Chronic absenteeism – defined as a student missing 15 or more days per school year – affects up to 14% of school populations. These students are at greater risk of not completing their academic career. Beginning in elementary school, students missing two days of class per month end up missing about 10% of the total school year. Each absence puts them further behind their peers, especially when it comes to literacy. By third grade, learning to read becomes reading to learn. Students who read at grade level by the end of third grade are three to four times more likely to graduate high school and pursue post-graduate education.
Action Step	
Description	<ol style="list-style-type: none"> 1. Implement PBIS- making school attendance a priority. 2. Child Study Team will monitor student absenteeism. 3. Social Worker will provide support to families that have high absenteeism. 4. Student recognition at Awards Assemblies 5. An administrator will make a call if a student shows a pattern of absenteeism in the first 6 weeks.
Person Responsible	Karen Marinari (marinarik@pcsb.org)

#6	
Title	Family & Community Engagement
Rationale	Our current level of parent engagement in school sponsored events is 35%, as measured by sign in sheets at each school activity. In addition, we will use a parent survey to collect base line information on family engagement with learning.
State the measureable outcome the school plans to achieve	The number of families participating in school sponsored events will increase from 35% to 45% as measured by parent sign in sheets during the 2019 - 2020 school year. Additional outcome will be to do a second parent survey and compare the two. The outcome should be 10% or higher from the base line.
Person responsible for monitoring outcome	Tony Pleshe (pleshet@pcsb.org)
Evidence-based Strategy	Implement school and family events in a systematic, integrated, sustained and meaningful approach that will engage parents and families, are linked to learning as well as celebrating family and school.
Rationale for Evidence-based Strategy	John M. Sexton believes that effective family engagement is grounded in partnership of shared responsibility among families, community organizations and schools and that it occurs across multiple settings and contexts in which children can learn and families can connect.
Action Step	
Description	<ol style="list-style-type: none"> 1. Develop a community relations program that includes volunteers, businesses, parents and other agencies to increase the capacity of our school to engage with our community. 2. Actively encourage and facilitate family participation in school events by developing activities that engage students, parents and school personnel in joint activities that are tied to learning. 3. Increase awareness of education by providing academic tools to families in support of their students' achievement at home, helping parents build a culture of high expectations. 4. Provide multiple opportunities for families to be involved through a variety of activities at school and at home, and communicate with them regarding the various factors that promote students' academic success. 4. Create a welcoming school environment that respects and celebrates language and cultural diversity and display student work throughout the building and ensure families receive written communication in the home languages they speak, or provide translation services. 5. Regularly solicit parent feedback and input on school activities and events. Encourage parents with leadership capacity to be parent representatives on school leadership teams by making personal connections.
Person Responsible	Fran Tyoe (tyoef@pcsb.org)

#7

Title Healthy Schools
Rationale Our current level of performance is Gold, as evidenced in Alliance for a Heathier Generation. We currently do not have a gap.

State the measureable outcome the school plans to achieve We expect our performance level to be Gold during the 2019-2020 school year.

Person responsible for monitoring outcome Tony Pleshe (pleshet@pcsb.org)

Evidence-based Strategy Through our evidence-based Healthy Schools Program, John M. Sexton has adopted policies and practices that empower the entire school community to move more, eat better, and develop healthy habits.

Rationale for Evidence-based Strategy Every child deserves a healthy future. John M. Sexton seeks to empower kids to develop lifelong healthy habits by ensuring the environment here provides and promotes good health.

Action Step

- Description**
1. Offer healthy breakfast and lunch to all students
 2. Complete Healthy Schools Program Assessment
 3. Offer 150 minutes of physical education weekly
 4. Offer 20 minutes of recess daily
 5. Provide professional development and other health related activities for the faculty and staff

Person Responsible Jennifer Velez (velezj@pcsb.org)

#8	
Title	ESSA Sub-group ELL
Rationale	Our current level of performance is 11%, as evidenced in ELA FSA. The problem/gap is occurring because ELL students need access to language rich environments.
State the measureable outcome the school plans to achieve	The number of students scoring level 3 or higher will increase by from 11% to 45% as measured by the 2020 ELA FSA.
Person responsible for monitoring outcome	Tony Pleshe (pleshet@pcsb.org)
Evidence-based Strategy	Setting high expectations for ELL students by creating opportunities for ELLs to participate in talent groups and have access to a full range of extracurricular activities before and after school even before they are fully proficient in English.
Rationale for Evidence-based Strategy	For the nation as a whole, NAEP reveals that ELL students were far behind white students in their mathematics and reading skills
Action Step	
Description	<ol style="list-style-type: none"> 1. Designated PLC's that allow for teachers to collaboratively plan with ELL Strategies in mind 2. Designated Monthly PLC to allow teachers to visit other classrooms with a purpose of observing ELL strategies 3. Implement AVID school wide with PD monthly 4. Provide ELL students access to the Talent Groups offered 5. Provide ELL students access to the After school Enrichment Programs offered
Person Responsible	Stephanie Middleton (middletons@pcsb.org)

#9	
Title	ESSA Sub-group SWD
Rationale	Our current level of performance is 30%, as evidenced in ELA FSA/ESSA. The problem/gap is occurring because the lack of inclusionary practices and high expectations.
State the measureable outcome the school plans to achieve	The FFPI of 30% will increase by 28% to 58% as measured by the 2020 ELA FSA/ESSA data.
Person responsible for monitoring outcome	Tony Pleshe (pleshet@pcsb.org)
Evidence-based Strategy	Inclusive education. One key teaching strategy is to break students into small groups. By using small groups, teaching can be tailored to the way each student learns best. ESE teachers will push in to classrooms.
Rationale for Evidence-based Strategy	The achievement gap between students with disabilities and students without disabilities has remained largely unchanged despite adaptive technologies and supposedly research-based methods.
Action Step	
Description	<ol style="list-style-type: none"> 1. Content Professional Development working with Marzano's 9 High Yield Strategies 2. Designated PLC's that allow for teachers to collaboratively plan 3. Designated Monthly PLC to allow teachers to visit other classrooms with a purpose aligned to the 9 Strategies 4. Implement AVID school wide with PD monthly 5. ESE Teachers push in to classrooms
Person Responsible	Tameka Rodney (rodneyt@pcsb.org)

#10	
Title	Conditions for Learning
Rationale	Our current level of performance in regards to school-wide behavior is 23 office referrals. Looking deeper at the data; Asian students 0%, Black students 26.1%, Hispanic students 8.7%, Multiracial students 13% and White students 52.2%.
State the measureable outcome the school plans to achieve	The number of students receiving discipline referrals will decrease from 26 to 13, as measured by the end of the 2020 school year School Profiles Report.
Person responsible for monitoring outcome	Tony Pleshe (pleshet@pcsb.org)
Evidence-based Strategy	The use of PBIS framework to change the focus of negative consequences for breaking rules to positive rewards for following the rules.
Rationale for Evidence-based Strategy	PBIS is an approach for teaching appropriate behavior and developing a school's social culture. With PBIS, the focus on positive-reinforcement and increasing (scaffolding) levels of rewards and consequences.
Action Step	
Description	<ol style="list-style-type: none"> 1. Set clear social expectations 2. Acknowledge and reinforce positive behavior 3. Consistent consequences for problem behavior 4. Collection and review of behavior data to drive decision-making
Person Responsible	Stephanie Middleton (middletons@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

John M. Sexton Elementary will continue to build positive relationships by increasing our efforts to communicate with our families. We will do this by continued use of our monthly school newsletter, use of agendas, Class Dojo schoolwide/individual story, website and school messenger.

We will also provide events tied to build parent content area knowledge as well as fun activities for the family.

1. Title I Annual Meeting
2. Meet the Teacher
3. Math Night
4. Concerts & Art Exhibits
5. Family Valentine's Dance

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

In addition to the School Counselor, who implements a comprehensive guidance program to meet the social-emotional needs of the school, John M. Sexton Elementary has the following services and programs to support our students.

1. Social worker to work directly with students delivering individual and small group counseling as needed, as well as delivering referral services with families
2. Psychologist whose time is allocated to Response to Intervention processes and supports
3. School will be increasing its deployment of character education, including classroom lessons.
4. The school also ensures the social-emotional needs of students through school-wide team building activities and partnerships across grade levels.

Community supports include:

1. Pack a Snack Program
2. Free Breakfast and Lunch resources for all students
3. Clothes for Kids

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Incoming Cohorts

Annual Kindergarten Round Up is held in January, we invite all future kindergarten students from neighboring preschools to meet the teachers, learn about kindergarten curriculum and tour the school.

All students who enter John M. Sexton during the school year are assigned a "First Friend" to help them acclimate to their new school.

Outgoing Cohorts

The School Counselor does a transition to middle school training for students. In addition students have the opportunity to attend various discovery nights at middle schools to determine which program will best meet their needs. Career counseling for students to be able to see the types of jobs that are available based on their interests. Meadowlawn Middle sends staff to our school and have an informational meeting with our 5th grade students prior to the end of the year. These counselors informs students of the courses that are available for them to enroll in to help them be successful towards the career that they are interested in. Small group and 1:1 conversations about how to self-advocate are facilitated by the school guidance counselor.

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

Conduct a Title 1 staff survey to include priorities and needs for use of all available resources. Administrative leadership team will meet monthly to gain input from instructional staff to determine how to apply resources for highest student impact.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

This year we are becoming an AVID school.

Part V: Budget						
1	III.A	Areas of Focus: English/Language Arts				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	500-Materials and Supplies	1261 - John M. Sexton Elementary Schl	School Improvement Funds		\$500.00
			<i>Notes: Budget will be used to enhance intervention efforts</i>			
2	III.A	Areas of Focus: Math				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	1261 - John M. Sexton Elementary Schl			\$500.00
			<i>Notes: Budget will be used to enhance math incentive program</i>			
3	III.A	Areas of Focus: Science				\$500.00

	Function	Object	Budget Focus	Funding Source	FTE	2019-20	
	5100	500-Materials and Supplies	1261 - John M. Sexton Elementary Schl	General Fund		\$500.00	
<i>Notes: Budget will be used to enhance intervention efforts</i>							
4	III.A	Areas of Focus: Bridging the Gap					\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20	
	5100	500-Materials and Supplies	1261 - John M. Sexton Elementary Schl	General Fund		\$500.00	
<i>Notes: Budget will be used to enhance intervention efforts</i>							
5	III.A	Areas of Focus: Attendance					\$0.00
6	III.A	Areas of Focus: Family & Community Engagement					\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20	
	5100	510-Supplies	1261 - John M. Sexton Elementary Schl	General Fund		\$500.00	
<i>Notes: Budget will be used to enhance outreach efforts to engage families in academics.</i>							
7	III.A	Areas of Focus: Healthy Schools					\$0.00
8	III.A	Areas of Focus: ESSA Sub-group ELL					\$0.00
9	III.A	Areas of Focus: ESSA Sub-group SWD					\$0.00
10	III.A	Areas of Focus: Conditions for Learning					\$0.00
Total:						\$2,500.00	