

Pinellas County Schools

# John M. Sexton Elementary School



2017-18 School Improvement Plan

## John M. Sexton Elementary School

1997 54TH AVE N, St Petersburg, FL 33714

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	C*	C

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for John M. Sexton Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - <a href="#">Julio Valle</a>	Targeted Support & Improvement - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

100 % Student Success

##### b. Provide the school's vision statement

Engaging and inspiring students for success on a daily basis by connecting learning to real life.

#### 2. School Environment

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

During the first ten days of school, all classroom teachers establish rules/expectations in classrooms with students. These are posted in classrooms and monitored during days 5-10 of school by administration. CHAMPS is used in classrooms and campus wide to insure student safety. Our guidelines for success are Respect and Responsibility Yield Success. Students are able to earn stingray salutes in for exhibiting the character traits and following our guidelines for success. They are celebrated during lunch time and can earn a menu of rewards based on the number of stingray salutes they have earned. Implementation of restorative practices will begin with a basic staff training on circles and transfer into the classroom as welcome circle each morning and in particular when a new student joins the class beginning in September.

An addition this year will be a welcome circle will be held with administration and other key school personnel to acclimate students new to Sexton to "how we do things" and who they might need to see and what we can do to support their transition to a new school either from local or out of area.

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

##### c. Describe the schoolwide 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

##### d. 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

#### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

##### a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90%, regardless of whether the absence is excused or not.

One or more suspensions whether in school or out of school.

Level 1 score on statewide standardized assessments in ELA and math for students in grade 4-5.

Students in grades K-3 that have a substantial reading deficiency under section 1008.25(5)(1), F.S.

Students with 5 or more tardies or early release.

**b. Provide the following data related to the school's early warning system**

**1. 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	0	0	19	26	19	16	0	0	0	0	0	0	0	80
One or more suspensions	0	0	2	1	2	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	7	19	22	12	0	0	0	0	0	0	0	60
Level 1 on statewide assessment	0	0	0	0	61	45	0	0	0	0	0	0	0	106

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	2	6	10	11	0	0	0	0	0	0	0	29

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

- Mentors
- Jan Richardson Guided reading groups
- iStation
- After school tutoring
- Lunch time tutoring
- ST Math
- LLI

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

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

**2. Description**

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Sexton is in a unique area in that we are a community school area and in such close proximity to MMS and NEHS which serve as a feeder for most of our students. Many families have kids in all 3 schools and it strengthens their relationship with the school. They will even return to attend family events after they have left us. Each year we provide a reading, math/science and wellness & multicultural night; each

event typically draws over 250 attendees. On the AdvancED survey positive comments from parents included: focus on healthy school with recess being a major positive factor, positive atmosphere, communication and visible principal who knows the students. Some of the comments on things that parents like the least about our school include: needing covered walkways at car line, some of the students and they have had a few unfriendly encounters with office staff, many of the comments stated “nothing.” Suggestions for improvements include: less testing, improve the website, need a bigger PTA presence, and offering more after school activities.

Two academic nights take place during the year to involve families in increasing reading and math/science achievement. Our website provides links to online resources for learning and frequent reminders are put in the monthly newsletter as to how parents can support their students. SAC meetings focus on school data and inform parents of ways to assist their child in learning and also acquaint parents with FSA tools, and ways to help at home. Our spring academic night will include more teachers using the student led conference model. PTA and SAC will coordinate meetings to increase attendance and participation in both groups. Speakers will be coordinated to share information with families to increase understanding of data, ways to support students and restorative practices.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Burns, Suzette	Principal
Clark, Shelby	Teacher, K-12

#### b. Duties

##### **1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

The administrators and grade level team leaders work together to insure that each grade level receives the support that is needed. The leadership team meets bi-monthly with a focused agenda. Grade level team leaders speak for their grade level when decisions need to be made.

##### **2. 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**

Our grade levels plan together and have focus standards that they know will be assessed in the unit they are teaching. Our leadership team monitors lesson plans and in our discussions with MTSS we look also at our learners that are meeting and above to discuss strategies to continue to push them in their learning.

All students are engaged in rigorous standards based instruction which is monitored through walkthroughs and lesson plan checks. As our school moves into a personalized learning environment students will increase their ownership of the learning and have options to demonstrate mastery of content.



Intentional planning by PLC's with dedicated time provided by Title 1 funds in addition to weekly PLC time and monitoring of plans via planbook.com with specific assessments to determine if learning occurred. Increased student talk versus teacher talk releases the responsibility of learning onto the students. Teachers will increase the amount of specific feedback and provide multiple ways to assess that learning has occurred.

The leadership team will support teacher growth through targeted professional development and coaching as determined by data. Deliberate practice plans will be developed with each teacher based on prior years data of successes and needs. Leadership will conduct weekly walkthroughs as well as informal visits leaving specific feedback for teachers. Team leaders will help to determine and facilitate specific PD for their grade level, drawing on team member strengths and requesting additional district support if needed.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Suzette Burns	Principal
Gina Broadbear	Teacher
Cheryl Cunningham	Education Support Employee
John Dockerty	Business/Community

### b. Duties

#### 1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

##### a. Evaluation of last year's school improvement plan

Three times during the 16/17 school year, parents were given updates on the schools academic progress: including common assessment data, behavior data and attendance data. During our first meeting this year, we will share the FSA data and discuss what needs to happen to improve our school.

##### b. Development of this school improvement plan

During the final SAC meeting of the year, we shared what the budget for the 17/18 school year would be and discussed the teacher input. Parents were given chart paper and markers to list ideas that they thought we should spend our funding on to improve our school.

##### c. Preparation of the school's annual budget and plan

During the final SAC meeting of the year, we shared what the budget for the 17/18 school year would be and discussed the teacher input. Parents were given chart paper and markers to list ideas that they thought we should spend our funding on to improve our school.

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

Last years allocated funds were used to provide PD for teachers through book studies.

#### 3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

### 3. Literacy Leadership Team (LLT)

#### a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Burns, Suzette	Principal

#### b. Duties

##### 1. Describe how the LLT or similar group promotes literacy within the school, if applicable

For the coming year literacy will be promoted in our school through the celebration of students completing a set amount of reading minutes on iStation. Every fall we have a family literacy night in conjunction with our book fair to share reading strategies with families and encourage family literacy. We have been able to send many books home with students through a book drive and books no used by the teachers.

### D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

The master schedule provides consistent blocks of time for teachers to meet. Each grade level has specials at the same time, creating a built time for PLC to meet for planning and/or data review. Title 1 funds are also being provided to allow for additional paid planning after school hours. Staff meetings will be held two times per month and team leader on alternate Tuesdays, Thursdays will be formal PLC meetings in which an administrator or MTSS coach attends to drive conversation around student data. Wednesday is reserved for a 6 -week rotation to meet with the MTSS team for student data review both academically and behaviorally. Thursday morning meetings will be committee meetings (behavior, safety, hospitality, technology) Other days are at the teams discretion to address their needs.

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

Sexton has always had a good reputation of a being a great school to teach in, so there has never been a shortage of teachers wanting to teach there. In retaining highly qualified and certified effective teachers, teachers are treated with respect, celebrated at staff meetings and given the tools they need to teach our students. Sexton has a very family like atmosphere and teachers enjoy coming to work for that very reason.

#### 3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers are mentored by the grade level team leader. Should more support be needed then it is requested from the district.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

**1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards**

We utilize the Administrator at a glance monthly to insure that we are using the Florida State Standards with fidelity. This year we will have a 1/2 time ELA coach to support teachers in strengthening the core instruction as well as implementing the intervention hour with fidelity and focused on differentiation. As a Transformation Zone (TZ) school we will receive support from district personnel including teaching and learning and using the MAP system for assessment on a bi-weekly basis to monitor student learning. Monthly walkthroughs by the ISM team will insure that we are focused on the learning. Focused PD by the TZ support team will increase teachers skills in addressing the learning needs of our students. For the 17/18 school year Sexton will use standards based learning supported by the resources of District ELA/Writing modules, Jan Richardson Guided Reading, iStation, LLI, K-5 mathematics plan, ST Math, Go math, K-5 science plan using the 10-70-20 routine and Science lab for grades 2-5.

#### b. Instructional Strategies

**1. Describe how the 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**

Teachers meet regularly with the MTSS team to review data from common assessments, formative assessments in the classroom that include MFAS and module assessments. Based on that data they inform their instruction and make adjustments to small groups which in most classrooms are fluid groups depending on need. Many teachers also use some form of exit slip to drive instruction and determine if a small group needs more or if a whole class reteach is needed. ELA and math will be monitored bi-weekly using the Measures of Academic Progress (MAP) system, bi-weekly data PLC chats will be held to discuss data and adjustment to instruction will be made as needed. Data will also be collected through iStation and running records; all data will be used to provide research based interventions to students in need as determined by the SBLT team. The summative assessment will be the end of year MAP assessment for grades K-2 and FSA for grades 3-5 and SSA for grade 5.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 5,400

30 minutes was added to the instructional day to provide 60 minutes of dedicated reading intervention.

**Strategy Rationale**

Additional time for intervention will allow teachers and students to devote more time to differentiated instruction.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Burns, Suzette, burnss@pcsb.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

iStation data  
JRGR running records  
Bi-weekly MAP assessments

**Strategy:** After School Program

**Minutes added to school year:** 1,800

Provide after school activities that connect students to school through enrichment activities: STEM, coding, drumming and dance.

**Strategy Rationale**

Studies show that if students have activities that they are interested in, they are more likely to come to school.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Burns, Suzette, burnss@pcsb.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Attendance  
Science assessment data  
MAP assessment data

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Sexton hosts a night for incoming Kindergarten students and their parents to share what they can expect in Kindergarten. Families are given information on things they can help their children with over the summer so that they are school ready. Directors from feeder preschools are also invited to attend.

Students moving on to middle school are given the information in regards to middle school options. The feeder middle school comes to Sexton to share information with students. The 5th grade teachers also have a mock middle school day (s) to give students the idea of changing classes.

**b. College and Career Readiness**

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

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

**II. Needs Assessment**

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

**A. Problem Identification**

**1. Data to Support Problem Identification**

**b. Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

**2. Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

**B. Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

**C. Strategic Goals**

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we provide standards based instruction with fidelity using Florida Standards and appropriate level of rigor then students will make gains in all content areas. (Standards based instruction)
- G2.** If we provide differentiated instruction with fidelity the overall achievement levels of all students will increase and close the gap with subgroups. (Subgroups)
- G3.** Maintain our Gold level healthy school status for the 17/18 school year and apply for Gold status recognition for the 17/18 school year with the Alliance for a Healthier Generation. (Healthy school)

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** If we provide standards based instruction with fidelity using Florida Standards and appropriate level of rigor then students will make gains in all content areas. (Standards based instruction) 1a

G091108

**Targets Supported** 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	50.0
FSAE ELA Achievement	50.0
FSAE Mathematics Achievement	50.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of teacher content knowledge

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- JIT Math Coach
- Common planning time honored
- ELA coach 1/2 time
- Additional Title 1 funds to pay for planning after school
- JIT Science coach
- 

**Plan to Monitor Progress Toward G1.** 8

Increase in student engagement and student achievement data.

**Person Responsible**

Suzette Burns

**Schedule**

Weekly, from 8/2/2017 to 5/25/2018

**Evidence of Completion**

Walkthroughs, observations, and student assessments.

**G2.** If we provide differentiated instruction with fidelity the overall achievement levels of all students will increase and close the gap with subgroups. (Subgroups) 1a

G092309

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement - Black/African American	50.0
FSA ELA Achievement - ELL	50.0
FSA ELA Achievement - SWD	50.0
FSA Math Achievement - Black/African American	50.0
FSA ELA Achievement - SWD	50.0
FSA ELA Achievement - ELL	50.0

**Targeted Barriers to Achieving the Goal** 3

- Cultural sensitivity and responsiveness within the school environment. Staff is reactive as opposed to proactive.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Targeted selection of students in sub groups to participate in after school activities.
- Mentors matched to specific students.
- 

**Plan to Monitor Progress Toward G2.** 8

Monitoring subgroup data.

**Person Responsible**

Suzette Burns

**Schedule**

Monthly, from 9/6/2017 to 5/25/2018

**Evidence of Completion**

Data reports from ST math, Istation, iReady and MAP and biweekly disaggregated by subgroups.



**G3.** Maintain our Gold level healthy school status for the 17/18 school year and apply for Gold status recognition for the 17/18 school year with the Alliance for a Healthier Generation. (Healthy school) **1a**

G092327

**Targets Supported** **1b**

Indicator	Annual Target
School Climate Survey - Student	80.0

**Targeted Barriers to Achieving the Goal** **3**

- Not all shareholders are on board with keeping to the guidelines of a healthy school.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Supportive Healthy School team including administrator.
- Supportive Cafeteria Manager

**Plan to Monitor Progress Toward G3.** **8**

The healthy school team will review all assessment items to determine the most feasible items to focus on to maintain our Gold level status.

**Person Responsible**

Suzette Burns

**Schedule**

Semiannually, from 8/28/2017 to 5/25/2018

**Evidence of Completion**

Data from student fitness gram, number of students choosing smoothies for breakfast and the percentage of teachers and classes participating in recess and brain breaks on a regular basis.

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If we provide standards based instruction with fidelity using Florida Standards and appropriate level of rigor then students will make gains in all content areas. (Standards based instruction) 1

G091108

**G1.B1** Lack of teacher content knowledge 2

B243583

**G1.B1.S1** PD for teacher content knowledge and understanding of standards. 4

S256734

### Strategy Rationale

When teachers deeply understand the content and standards, they are better able to instruct students and know where students have misconceptions.

### Action Step 1 5

District math coach will provide PD for teachers.

#### Person Responsible

Suzette Burns

#### Schedule

Quarterly, from 9/12/2017 to 5/31/2018

#### Evidence of Completion

Evidence collected will include lesson plans, sign in sheets and PLC team meeting notes walkthroughs.

### Action Step 2 5

ELA coach support- biweekly

#### Person Responsible

Suzette Burns

#### Schedule

Biweekly, from 8/28/2017 to 5/25/2018

#### Evidence of Completion

Coach will provide modeling, planning and support in achieving standards focused instruction.

**Action Step 3** 5

District Science coach will provide PD for teachers

**Person Responsible**

Suzette Burns

**Schedule**

Monthly, from 9/5/2017 to 5/25/2018

**Evidence of Completion**

Coaching logs and follow up visit notes, lesson plans and classroom walkthroughs.

**Action Step 4** 5

MAP assessment training for teachers

**Person Responsible**

Stephanie Middleton

**Schedule**

Quarterly, from 8/31/2017 to 5/25/2018

**Evidence of Completion**

MAP data being used to differentiate instruction.

**Action Step 5** 5

Monitoring student achievement data

**Person Responsible**

Suzette Burns

**Schedule**

Biweekly, from 9/22/2017 to 5/25/2018

**Evidence of Completion**

Biweekly assessments in ELA, math and Science

**Action Step 6** 5

Collaborative planning.

**Person Responsible**

Suzette Burns

**Schedule**

Monthly, from 9/4/2017 to 5/25/2018

**Evidence of Completion**

PLC notes, lesson plans, sign in sheets from after school planning session

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Instruction is aligned to the Florida Standards

**Person Responsible**

Suzette Burns

**Schedule**

Daily, from 8/28/2017 to 5/31/2018

**Evidence of Completion**

Review of lesson plans, walkthroughs, evaluations

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Coordinate and attend PD trainings in math, science and ELA.

**Person Responsible**

Suzette Burns

**Schedule**

Monthly, from 8/28/2017 to 5/25/2018

**Evidence of Completion**

PD Attendance and Learning Management System logs

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Collaborative Planning and data analysis

**Person Responsible**

Suzette Burns

**Schedule**

Weekly, from 8/2/2017 to 5/25/2018

**Evidence of Completion**

PLC notes, and sign in for school improvement meetings, lesson plans including plans for differentiation based on data results.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Monitoring student assessment data.

**Person Responsible**

Suzette Burns

**Schedule**

Biweekly, from 8/28/2017 to 5/31/2018


**Evidence of Completion**

Biweekly assessments, MAP, FSA, istation, ST math and running records


**G2.** If we provide differentiated instruction with fidelity the overall achievement levels of all students will increase and close the gap with subgroups. (Subgroups) **1**

 G092309

**G2.B1** Cultural sensitivity and responsiveness within the school environment. Staff is reactive as opposed to proactive. **2**

 B247289

**G2.B1.S1** Provide staff PD on culturally responsive strategies. **4**

 S260599

### **Strategy Rationale**

As the population of children changes, staff need to stay current on research based practices to proactively address students different needs.

### **Action Step 1** **5**

Cultural Responsiveness training

#### **Person Responsible**

Tameka Rodney

#### **Schedule**

Every 2 Months, from 8/7/2017 to 5/25/2018

#### **Evidence of Completion**

Increased use of responsive techniques in the classroom, sign in sheets

### **Action Step 2** **5**

Restorative practices

#### **Person Responsible**

Suzette Burns

#### **Schedule**

Every 2 Months, from 8/1/2017 to 5/25/2018

#### **Evidence of Completion**

Implementation of circles seen in walkthroughs, discipline data

**Action Step 3** 5

Differentiated instruction

**Person Responsible**

Suzette Burns

**Schedule**

Monthly, from 8/7/2017 to 5/25/2018

**Evidence of Completion**

walkthroughs, observations, PLC, lesson plans, student achievement data

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

implementation of PD into practice

**Person Responsible**

Suzette Burns

**Schedule**

Weekly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Walkthroughs, student achievement data, increase in student engagement techniques.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Student are actively engaged and responding to effective instruction

**Person Responsible**

Stephanie Middleton

**Schedule**

Weekly, from 8/7/2017 to 5/25/2018

**Evidence of Completion**

Decrease in discipline data and use of restorative practice strategies.



**G3.** Maintain our Gold level healthy school status for the 17/18 school year and apply for Gold status recognition for the 17/18 school year with the Alliance for a Healthier Generation. (Healthy school) 1

G092327

**G3.B1** Not all shareholders are on board with keeping to the guidelines of a healthy school. 2

B247352

**G3.B1.S2** Nutribullet smoothie program will allow students to choose a different option for a fruit choice during breakfast. 4

S260622

### Strategy Rationale

Giving students different options broadens their experiences with a variety of foods and encouraging them to make healthy food choices in the future.

### Action Step 1 5

Partnership with Nutribullet

#### Person Responsible

#### Schedule

Annually, from 8/2/2017 to 5/25/2018

#### Evidence of Completion

meeting notes, time line for implementation, contract with district.

### Action Step 2 5

Students are provided the smoothie option for breakfast as a fruit choice.

#### Person Responsible

#### Schedule

Daily, from 10/2/2017 to 5/25/2018

#### Evidence of Completion

number of students choosing the smoothie for breakfast

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Monitoring student choice for breakfast.

**Person Responsible**

**Schedule**

Weekly, from 10/2/2017 to 5/25/2018

**Evidence of Completion**

numbers of students choosing the smoothie as a breakfast option.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Number of students making healthier choices for meals.

**Person Responsible**

**Schedule**

Monthly, from 10/2/2017 to 5/25/2018




**Evidence of Completion**

cafeteria counts of smoothies being chosen as a fruit option.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.MA1 M355871	Increase in student engagement and student achievement data.	Burns, Suzette	8/2/2017	Walkthroughs, observations, and student assessments.	5/25/2018 weekly
G2.MA1 M364087	Monitoring subgroup data.	Burns, Suzette	9/6/2017	Data reports from ST math, Istation, iReady and MAP and biweekly disaggregated by subgroups.	5/25/2018 monthly
G3.MA1 M364113	The healthy school team will review all assessment items to determine the most feasible items to...	Burns, Suzette	8/28/2017	Data from student fitness gram, number of students choosing smoothies for breakfast and the percentage of teachers and classes participating in recess and brain breaks on a regular basis.	5/25/2018 semiannually
G3.B1.S2.A2 A345447	Students are provided the smoothie option for breakfast as a fruit choice.		10/2/2017	number of students choosing the smoothie for breakfast	5/25/2018 daily
G3.B1.S2.A1 A345446	Partnership with Nutribullet		8/2/2017	meeting notes, time line for implementation, contract with district.	5/25/2018 annually
G1.B1.S1.MA3 M363262	Coordinate and attend PD trainings in math, science and ELA.	Burns, Suzette	8/28/2017	PD Attendance and Learning Management System logs	5/25/2018 monthly
G1.B1.S1.MA4 M365443	Collaborative Planning and data analysis	Burns, Suzette	8/2/2017	PLC notes, and sign in for school improvement meetings, lesson plans including plans for differentiation based on data results.	5/25/2018 weekly
G3.B1.S2.MA1 M366780	Monitoring student choice for breakfast.		10/2/2017	numbers of students choosing the smoothie as a breakfast option.	5/25/2018 weekly
G1.B1.S1.A2 A342647	ELA coach support- biweekly	Burns, Suzette	8/28/2017	Coach will provide modeling, planning and support in achieving standards focused instruction.	5/25/2018 biweekly
G1.B1.S1.A3 A342648	District Science coach will provide PD for teachers	Burns, Suzette	9/5/2017	Coaching logs and follow up visit notes, lesson plans and classroom walkthroughs.	5/25/2018 monthly
G1.B1.S1.A4 A343301	MAP assessment training for teachers	Middleton, Stephanie	8/31/2017	MAP data being used to differentiate instruction.	5/25/2018 quarterly
G3.B1.S2.MA1 M366784	Number of students making healthier choices for meals.		10/2/2017	cafeteria counts of smoothies being chosen as a fruit option.	5/25/2018 monthly
G1.B1.S1.A6 A344457	Collaborative planning.	Burns, Suzette	9/4/2017	PLC notes, lesson plans, sign in sheets from after school planning session	5/25/2018 monthly
G2.B1.S1.MA1 M365479	Student are actively engaged and responding to effective instruction	Middleton, Stephanie	8/7/2017	Decrease in discipline data and use of restorative practice strategies.	5/25/2018 weekly
G2.B1.S1.MA1 M365475	implementation of PD into practice	Burns, Suzette	8/10/2017	Walkthroughs, student achievement data, increase in student engagement techniques.	5/25/2018 weekly
G2.B1.S1.A1 A343293	Cultural Responsiveness training	Rodney, Tameka	8/7/2017	Increased use of responsive techniques in the classroom, sign in sheets	5/25/2018 every-2-months
G2.B1.S1.A2 A343295	Restorative practices	Burns, Suzette	8/1/2017	Implementation of circles seen in walkthroughs, discipline data	5/25/2018 every-2-months
G2.B1.S1.A3 A344494	Differentiated instruction	Burns, Suzette	8/7/2017	walkthroughs, observations, PLC, lesson plans, student achievement data	5/25/2018 monthly
G1.B1.S1.A5 A344455	Monitoring student achievement data	Burns, Suzette	9/22/2017	Biweekly assessments in ELA, math and Science	5/25/2018 biweekly

**Pinellas - 1261 - John M. Sexton Elementary Schl - 2017-18 SIP**  
*John M. Sexton Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1  A337323	District math coach will provide PD for teachers.	Burns, Suzette	9/12/2017	Evidence collected will include lesson plans, sign in sheets and PLC team meeting notes walkthroughs.	5/31/2018 quarterly
G1.B1.S1.MA1  M355869	Instruction is aligned to the Florida Standards	Burns, Suzette	8/28/2017	Review of lesson plans, walkthroughs, evaluations	5/31/2018 daily
G1.B1.S1.MA1  M355870	Monitoring student assessment data.	Burns, Suzette	8/28/2017	Biweekly assessments, MAP, FSA, istation, ST math and running records	5/31/2018 biweekly

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If we provide standards based instruction with fidelity using Florida Standards and appropriate level of rigor then students will make gains in all content areas. (Standards based instruction)

### **G1.B1** Lack of teacher content knowledge

#### **G1.B1.S1** PD for teacher content knowledge and understanding of standards.

##### **PD Opportunity 1**

District math coach will provide PD for teachers.

##### **Facilitator**

District math coach

##### **Participants**

Classroom teachers K-5

##### **Schedule**

Quarterly, from 9/12/2017 to 5/31/2018

##### **PD Opportunity 2**

ELA coach support- biweekly

##### **Facilitator**

Tammi Bennett

##### **Participants**

Classroom teachers K-5

##### **Schedule**

Biweekly, from 8/28/2017 to 5/25/2018

### PD Opportunity 3

District Science coach will provide PD for teachers

#### Facilitator

Stacia Baldwin

#### Participants

classroom teachers K-5

#### Schedule

Monthly, from 9/5/2017 to 5/25/2018

### PD Opportunity 4

MAP assessment training for teachers

#### Facilitator

Middleton

#### Participants

K-5 teachers

#### Schedule

Quarterly, from 8/31/2017 to 5/25/2018

**G2.** If we provide differentiated instruction with fidelity the overall achievement levels of all students will increase and close the gap with subgroups. (Subgroups)

**G2.B1** Cultural sensitivity and responsiveness within the school environment. Staff is reactive as opposed to proactive.

**G2.B1.S1** Provide staff PD on culturally responsive strategies.

### PD Opportunity 1

Cultural Responsiveness training

#### Facilitator

Tameka Rodney/Leanne Lapointe

#### Participants

All instructional staff

#### Schedule

Every 2 Months, from 8/7/2017 to 5/25/2018

**PD Opportunity 2**

Restorative practices

**Facilitator**

Restorative Practices Team

**Participants**

All instructional staff

**Schedule**

Every 2 Months, from 8/1/2017 to 5/25/2018

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

1	G1.B1.S1.A1	District math coach will provide PD for teachers.				\$0.00
2	G1.B1.S1.A2	ELA coach support- biweekly				\$0.00
3	G1.B1.S1.A3	District Science coach will provide PD for teachers				\$0.00
4	G1.B1.S1.A4	MAP assessment training for teachers				\$3,895.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1261 - John M. Sexton Elementary Schl			\$570.00
			1261 - John M. Sexton Elementary Schl			\$3,325.00
5	G1.B1.S1.A5	Monitoring student achievement data				\$0.00
6	G1.B1.S1.A6	Collaborative planning.				\$0.00
7	G2.B1.S1.A1	Cultural Responsiveness training				\$0.00
8	G2.B1.S1.A2	Restorative practices				\$420.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1261 - John M. Sexton Elementary Schl			\$420.00
9	G2.B1.S1.A3	Differentiated instruction				\$0.00
10	G3.B1.S2.A1	Partnership with Nutribullet				\$0.00
11	G3.B1.S2.A2	Students are provided the smoothie option for breakfast as a fruit choice.				\$0.00
					<b>Total:</b>	<b>\$4,315.00</b>