

Pinellas County Schools

JOHN M. SEXTON ELEMENTARY SCHL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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 Department 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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Educating and inspiring students for success!

Provide the school's vision statement

100% Student Success.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Tony Pleshe

pleshet@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

- Recruits, develops, supports, supervises, evaluates and retains an effective and diverse faculty of instructional and support staff with a focus on increased effectiveness and student achievement.
- Models the leadership and follow-through necessary to build collaborative school-based teams which ensure curriculum and instruction initiatives are student focused, researched-based, and aligned with statutes, policies, standards and improvement plans.
- Establishes and maintains a culture of high-expectations, equity and continuous improvement through sound judgement and consistent development, support and accountability for themselves and their team.
- Maintains high visibility within the school and in the community and works to build high levels of stakeholder engagement across all aspects of the school activities.

- Develops, implements, and monitors strategies and actions to make demonstrated progress toward goals within the School Improvement Plan, in alignment to the District Strategic Plan.
- Demonstrates that student learning is a top priority through leadership actions focused on student achievement and success.

Leadership Team Member #2

Employee's Name

Ashley Fellows

Fellowsa@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Assists Principal in:

- Developing, implementing, and evaluating school philosophy, goals, and objectives reflecting district and state goals.
- Maintaining, ordering, and inventorying textbooks, materials, and equipment.
- Coordinating custodial procedures and initiating work orders for plan maintenance.
- Planning for and supervising school activities.
- Supervising student movement in all aspects of the program including cafeteria, time-out room, buses, crowd control, hall traffic.
- Planning for and scheduling facilities use.
- Planning, implementing, and evaluating the school instructional program based on student needs.
- Determining staffing needs including selection, supervision, staff development, and evaluation of all school personnel.
- Managing instructional budget.
- Maintaining records and completing necessary reports.
- Supervising pupil services (i.e. attendance, discipline, counseling).
- Developing and maintaining a positive school/community climate and safe and healthy environment.
- Implementing Pinellas County School Board Policies and Procedures

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Each spring our leadership team meets to discuss our progress in meeting the goals we established the previous year. We weigh the return on investment and begin planning for the next year. All stakeholders have an opportunity to give input through surveys. Our leadership team then compiles all of the data and we begin drafting a plan. One of the leadership team attends district workshops for school improvement and we share our draft. The draft is then shared with our staff for more input before submitting the plan.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

SIP will be monitored by the leadership team and Instructional leaders monthly. The instructional team will meet monthly and update its members regarding the SIP priorities. SIP Goal managers will provide data to the team at minimal quarterly to monitor the implementation of action steps and their effectiveness toward school goals. If action steps have not been implemented, the team creates a plan for implementation. Administration and the SBLT work collaboratively to determine the next steps to support progress toward our goals and to closing achievement gaps for all students. Progress is also shared with SAC the second semester through our State of the School presentation.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: B 2022-23: C 2021-22: D 2020-21: C

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	40	43	45	51	56	62				297
Absent 10% or more school days	0	14	9	14	18	14				69
One or more suspensions	0	0	2	4	0	6				12
Course failure in English Language Arts (ELA)	0	0	0	0	0	1				1
Course failure in Math	0	0	0	0	0	1				1
Level 1 on statewide ELA assessment	0	0	13	8	5	13				39
Level 1 on statewide Math assessment	0	4	6	10	3	16				39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	3	2	1	0				6
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	2	3	7	2	0				14

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	2	6	4	15				29

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	3	0	0				3
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		2	6	10	8	13				39
One or more suspensions										0
Course failure in English Language Arts (ELA)			3	3	1	3				10
Course failure in Math			4		1	3				8
Level 1 on statewide ELA assessment			3			28				31
Level 1 on statewide Math assessment					1	2				3
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			5	8	24	15				52

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year			1	2	3	3				9
Students retained two or more times					1					1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	61	64	59	61	61	57	48	54	53
Grade 3 ELA Achievement	66	67	59	72	63	58	53	54	53
ELA Learning Gains	55	62	60	61	64	60			
ELA Lowest 25th Percentile	64	59	56	67	62	57			
Math Achievement*	64	69	64	55	66	62	51	61	59
Math Learning Gains	56	67	63	45	68	62			
Math Lowest 25th Percentile	61	56	51	35	58	52			
Science Achievement	64	70	58	63	69	57	46	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	88	67	63	48	65	61	58	64	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	579
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
64%	56%	51%	41%	47%		47%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	55%	No		
English Language Learners	74%	No		
Asian Students	78%	No		
Black/African American Students	50%	No		
Hispanic Students	66%	No		
Multiracial Students	62%	No		
White Students	64%	No		
Economically Disadvantaged Students	65%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	61%	66%	55%	64%	64%	56%	61%	64%					88%
Students With Disabilities	50%	58%	57%	80%	40%	56%	62%	40%					
English Language Learners	62%		59%		81%	82%		71%					88%
Asian Students	73%				82%								
Black/African American Students	45%	40%	54%	70%	53%	52%		36%					
Hispanic Students	62%	75%	48%		64%	52%		71%					90%
Multiracial Students	73%		60%		53%	60%							
White Students	66%	70%	55%		69%	52%		69%					
Economically Disadvantaged Students	61%	65%	57%	76%	62%	54%	59%	60%					91%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	61%	72%	61%	67%	55%	45%	35%	63%					48%
Students With Disabilities	31%	54%	53%		9%	26%	33%	18%					
English Language Learners	67%		47%		72%	67%							48%
Asian Students	59%		62%		76%	62%							
Black/African American Students	39%	45%	50%		42%	40%		55%					
Hispanic Students	61%	73%	64%		55%	36%							
Multiracial Students	69%				69%								
White Students	70%	87%	66%		52%	44%	33%	67%					
Economically Disadvantaged Students	58%	72%	61%	61%	51%	42%	30%	68%					44%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	48%	53%			51%			46%					58%
Students With Disabilities	21%				13%			17%					
English Language Learners	48%	50%			76%								56%
Asian Students	59%				82%								
Black/African American Students	32%				27%			43%					
Hispanic Students	50%	54%			60%			50%					
White Students	52%	58%			52%			46%					
Economically Disadvantaged Students	45%	50%			49%			44%					46%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	63%	65%	-2%	57%	6%
ELA	4	50%	62%	-12%	56%	-6%
ELA	5	66%	61%	5%	56%	10%
Math	3	79%	68%	11%	63%	16%
Math	4	49%	68%	-19%	62%	-13%
Math	5	65%	65%	0%	57%	8%
Science	5	65%	67%	-2%	55%	10%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Students in grades 3-5 combined were 62% proficient on the 2025 FAST Assessment in ELA. Projectably, in 2026 students in grades 3-5 are slated to achieve 65% proficiency. The problem/gap prior to 2023 was due to the lack of rigor prescribed by the Florida B.E.S.T. benchmarks. During Collaborative Planning throughout the 2024-2025 academic school year, teachers required consistent coaching around the benchmarks, the grade-level expectations and how to assess their students' understanding. As observed through classroom walkthroughs, as well as formal and informal observations, classroom teachers need more explicit training and coaching around target-task alignment within small group instruction. Student tasks are not always focused on the benchmarks, their level of complexity and purpose. During the 2024-2025 academic school year, the Instructional Leadership Team alongside administration worked tirelessly to maintain focus in ELA, conducting instructional walkthroughs, providing timely and targeted feedback, holding student data reviews, collaborative planning and much more. Instructional Practice related to ELA is still a major area of focus due to the fact that we do not want to lose momentum. The significant gains that have been made are due to the systems and procedures we've established as a school community focused on student growth. As a school, our administration and teachers will continue the hard-work and efforts made thus far to push students to their fullest potential. We will continue to hold weekly collaborative planning sessions, data chats by grade-level and administration will consistently conduct classroom walkthroughs. Schoolwide walkthrough data will be presented to the staff and monitored against our SIP goals.

Lowest Performance

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

The overall ELA score increased; however, learning gains for all students, including those in the lowest 25%, declined. A key contributing factor to this drop was the performance of our 4th grade cohort, where two out of the three classrooms experienced significant decreases in achievement.

Greatest Decline

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

contributed to this decline.

Five of the eight cells showed increased scores compared to the previous year; however, the lowest 25% of students did not perform as well as the previous year's cohort. One potential factor contributing to this outcome is that the incoming 3rd-grade students had fewer students entering the grade level at a proficient level.

Greatest Gap

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.

The gap between our Students with Disabilities and general education students has narrowed this year; however, Students with Disabilities remain our lowest-performing ESSA subgroup, with a proficiency rate of 44%. Increased monitoring has contributed to the increase in scores.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

We continue to monitor our SWD students. Using specially designed instruction has helped us increase the score from 38 % to 44% during the 2024-25 school year.

Highest Priorities

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

1. Decrease the gap between black and nonblack students
2. Increase the number of students scoring proficient within our students with disabilities subgroup.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The identified Area of Focus for the upcoming school year is improving *learning gains* in English Language Arts (ELA) across all tested grade levels. While overall ELA proficiency increased slightly from 61% to 62%, the percentage of students demonstrating *learning gains* declined compared to the previous year. This indicates that while more students may be reaching proficiency, fewer are showing meaningful year-to-year academic growth.

To address this, instruction will target the development of critical reading skills—such as inferencing, analyzing text structure, and citing evidence—while also providing differentiated support for students at various achievement levels. Emphasis will be placed on using progress-monitoring tools, formative assessment, and small-group instruction to ensure students not only meet grade-level standards but also grow from their starting points.

Impact on Student Learning:

Focusing on learning gains ensures that *all* students—regardless of their starting level—are supported in making measurable academic progress. Increasing learning gains is essential for closing achievement gaps, particularly among students performing below proficiency. Targeted instruction and intervention will help foster stronger comprehension skills and confidence in reading, leading to better outcomes in both ELA and content-area literacy.

Rationale:

This focus was determined through an analysis of prior year data. Although proficiency improved slightly (+1%), the decrease in learning gains revealed that a portion of students did not grow academically as expected. This trend highlights a need to adjust instructional strategies to better support student progress, particularly among struggling and mid-level learners. Prioritizing learning gains will help ensure that growth is emphasized alongside proficiency, leading to more equitable and effective instruction.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school

plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on a review of 2023–2024 ELA performance data, the following measurable outcomes have been established for the 2024–2025 school year across all ELA-tested grade levels (e.g., Grades 3–5):

- In the **2024–2025 school year**, the percentage of students scoring proficient in ELA increased slightly from **61% to 62%**.
- However, **overall learning gains declined** from **61% to 56%**, and learning gains for the **Lowest 25% (L25)** of students dropped from **67% to 61%**.

To address this, the school aims to **increase overall learning gains and L25 gains** while continuing to improve proficiency.

Targeted Measurable Outcomes for 2025–2026:

- **ELA Proficiency:** Increase from 62% to 70%
- **ELA Learning Gains:** Increase from 56% to 70%
- **ELA Learning Gains – Lowest 25%:** Increase from 61% to 70%

These outcomes are based on identified declines in student growth, particularly among the L25 subgroup. By setting these specific, data-informed targets, the school is committed to improving both overall achievement and equitable academic growth for all learners.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Proficiency levels in each classroom will be monitored through a combination of district-developed module assessments, formative assessments, and standards-based teacher-created assessments. School leadership will regularly review student learning and instructional practices through classroom walkthroughs, as well as formal and informal observations.

Person responsible for monitoring outcome

Tony Pleshe

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Strengthening teacher understanding of Florida's B.E.S.T. ELA Standards and Benchmarks will be treated as a non-negotiable priority for improving student outcomes. Evidence-Based Strategies to Support This Focus: 1. Identifying critical content 2. Enhancing teacher clarity 3. Increasing cognitive engagement with content

Rationale:

As educators deepen their expertise in identifying and delivering critical content, they empower students to process and internalize new information more effectively. Mastery of this strategy allows teachers to scaffold instruction in alignment with the increasing complexity of the standards. In turn, students become more engaged, demonstrate a clearer understanding of what they are learning and why it matters, and take ownership of their academic growth. A high-performing classroom is one where students not only recognize critical content within the standards, but also value and celebrate the development of their knowledge as it becomes more advanced over time.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning • Use district PCS Modules curriculum to provide all students with consistent opportunities to engage in in complex, grade-level content, knowledge-building, and tasks aligned to the rigor of the standard/benchmark; and make strategic decisions about implementation of the curriculum to maximize impact on student learning. • Teachers and administrators engage in Just-in-Time professional development (Module Roll-Outs) to engage in backwards planning, deepen understanding of the BEST ELA Benchmarks, as well as lessons designed to support students as they meet the rigorous demands of the grade-level benchmarks • Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep and lesson rehearsal including planning for scaffolds that address gaps in student learning. • Continue to deepen understanding of the vertical progression and standards design in order to understand what students are expected to master.

Person Monitoring:

Tony Pleshe

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Classroom teachers will be provided with job-embedded professional development during collaborative planning and PLC time to enhance their understanding of the B.E.S.T. benchmarks and the explicit teach portion of the lesson. Monitoring will be conducted via classroom walkthroughs and the data will be compiled digitally. Weekly walkthrough data will focus on Instructional Priorities and sent out to teachers and staff directly via email and during monthly schoolwide staff meetings.

Action Step #2

3rd Grade ELA

Person Monitoring:

Karen Hubble

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Third grade teachers will implement daily small group reading instruction using state-approved high-quality instructional materials aligned to the B.E.S.T. ELA Standards. Instruction will focus on foundational skills, comprehension strategies, vocabulary development, and text-based writing. Students identified as below grade level will receive targeted interventions during an additional daily

30-minute intervention block, supported by the MTSS Coach and intervention staff.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The primary area of focus for the upcoming academic year will be improving student proficiency in mathematics, with a particular emphasis on continuing gains in foundational skills and increasing support for students in the lowest 25% (L25). Instructional strategies will center around data-driven interventions, small group instruction, and formative assessments that guide real-time instructional adjustments.

Data from the previous academic year revealed meaningful progress in math achievement across several key indicators. Overall math proficiency increased from **55% to 65%**, and learning gains rose from **45% to 59%**. Most notably, the percentage of students in the lowest 25% making learning gains jumped significantly from **35% to 66%**. This indicates that targeted interventions and instructional shifts had a positive impact, particularly on students needing the most support.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on the positive trajectory observed in the previous academic year, the school aims to further improve student performance in mathematics across all relevant grade levels.

- **Math Proficiency:** Increase the overall percentage of students scoring at or above grade-level proficiency in mathematics from **65% to 75%**.
- **Math Learning Gains:** Increase the percentage of students demonstrating learning gains in mathematics from **59% to 70%**.
- **Lowest 25% (L25) Learning Gains:** Increase the percentage of students in the lowest 25% making learning gains from **66% to 75%**.

These outcomes are grounded in prior year data and are intended to build upon the measurable progress already achieved. The targeted increases reflect high, yet attainable goals aimed at accelerating growth and reducing achievement gaps in mathematics.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Proficiency levels in each classroom will be monitored through a combination of district-developed module assessments, formative assessments, and standards-based teacher-created assessments. School leadership will regularly review student learning and instructional practices through classroom walkthroughs, as well as formal and informal observations.

Person responsible for monitoring outcome

Tony Pleshe

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Benchmark assessments will be utilized to develop a deeper understanding of the B.E.S.T. Math Benchmarks, serving as a non-negotiable component in improving student outcomes. Collaborative planning will prioritize target-task alignment to ensure that instructional activities and student practice reflect the rigor and complexity of the benchmarks, supporting students in reaching proficiency.

Rationale:

Benchmark assessments are essential tools for monitoring student progress and identifying instructional gaps in real time. By using these assessments to gain a deeper understanding of the B.E.S.T. Math Benchmarks, educators can ensure instruction is tightly aligned with grade-level expectations and performance standards. This alignment is critical for guiding effective planning, instruction, and intervention. Collaborative planning that focuses on target-task alignment ensures that students are consistently engaging with tasks that match the rigor and complexity of the benchmarks. Without this alignment, students may practice skills at lower levels of difficulty, which can limit their growth and prevent them from reaching proficiency. By making benchmark assessments and rigorous task alignment non-negotiables, the school ensures a consistent, standards-based approach that supports all students—especially those who need targeted support—in meeting or exceeding academic expectations in mathematics.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Development and Math Instructional Monitoring

Person Monitoring:

Tony Pleshe

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Classroom teachers will receive job-embedded professional development during collaborative planning sessions and PLCs to deepen their understanding of the B.E.S.T. Math Benchmarks and effective strategies for delivering intensive math interventions. Instructional implementation will be monitored through regular classroom walkthroughs, with data collected and compiled digitally. Weekly walkthrough data will focus on established instructional priorities and will be shared with teachers and staff via email and reviewed collectively during monthly schoolwide staff meetings.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For the 2025–2026 school year, Science instruction in **Grade 5** remains a key area of focus. In 2025, **66% of Grade 5 students scored proficient** on the FSSA Science Assessment. Based on current trends and instructional efforts, the school is projecting an increase to **70% proficiency in 2026**. This area of focus directly impacts student learning by ensuring that science instruction remains rigorous, aligned to standards, and continuously monitored for effectiveness. Over the 2024–2025 academic year, the Instructional Leadership Team, in collaboration with administration, implemented a comprehensive support system that included **weekly instructional walkthroughs in grades 3–5, timely feedback to teachers, monthly student data reviews, and collaborative planning sessions**. These efforts resulted in notable gains in science achievement. Science remains a priority not due to a lack of progress, but because of the clear evidence that sustained systems, and instructional practices have driven student growth. Maintaining this momentum is essential. The success seen thus far is a direct result of a unified schoolwide commitment to data-informed instruction and ongoing professional collaboration. To build on this foundation, the school will continue its current structure: **weekly collaborative planning sessions, monthly grade-level data chats, and frequent administrative walkthroughs**. Walkthrough data will be shared with staff and closely monitored in alignment with our School Improvement Plan (SIP) goals to ensure continued progress toward proficiency targets.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Science proficiency for students in grades 3–5 has shown consistent growth over the past three years, increasing from 46% in 2023 to 63% in 2024, and reaching 66% in 2025. Based on this upward trend, the projected proficiency rate for 2026 is 70%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Proficiency levels in every classroom will be monitored by district created module assessments, formative assessments, and standards-based teacher-created assessments. Leadership will monitor student tasks by way of walkthroughs, formal and informal observations. Administrators will monitor core instruction through observations, using fidelity checklists and content rubrics aligned with modules and current grade level curriculum.

Person responsible for monitoring outcome

Tony Pleshe

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Effective lesson planning begins with teachers developing a clear understanding of students' prior knowledge, skills, and learning approaches. In addition to identifying what students already know, it is equally important for teachers to understand how their students learn. To ensure all students reach high levels of thinking and achievement, teachers must be especially attentive during formative assessments, classroom discussions, and peer-to-peer interactions. This process requires active listening and observation, allowing teachers to gather meaningful insights that inform instructional decisions and support individual learning needs.

Rationale:

Understanding students' prior knowledge and learning styles is essential for designing instruction that is both responsive and effective. Without this foundation, teachers risk planning lessons that either repeat what students already know or move too quickly past foundational concepts students have not yet mastered. By actively engaging in formative assessments, classroom discussions, and peer interactions, teachers can gather real-time data that informs their instructional decisions. This approach allows educators to tailor instruction to meet students where they are, scaffold learning appropriately, and challenge students to think critically. Moreover, it promotes equity by ensuring that all students—regardless of their starting point—have access to high-quality, differentiated instruction that supports their academic growth. Active listening and observational practices deepen teacher awareness of individual learning needs, ultimately leading to more effective teaching and improved student outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

Teacher Clarity/Collaborative Planning

Person Monitoring:

Tony Pleshe

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

· During collaborative planning, synthesize the benchmarks, benchmark clarifications, and content limits to fully understand the expected outcomes that carry the full weight of the standards. · During collaborative planning, engage in standards articulation to gain a deeper understanding of prior knowledge and future learning to support students' holistic understanding of the Big Ideas in science.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Area of Focus:

Our primary area of focus for the Black student subgroup is **ELA proficiency**, specifically improving performance on the Florida Assessment of Student Thinking (F.A.S.T.) in grades 3–10. This includes targeted support in foundational reading skills (grades 3–5), reading comprehension and vocabulary development, and critical reading and analytical writing skills.

Effect on Student Learning:

ELA proficiency is essential for accessing content across all academic areas. Gaps in literacy skills limit students' ability to engage in grade-level instruction, respond to complex texts, and demonstrate mastery on standardized assessments. Without early and sustained support, these gaps often widen over time, impacting long-term academic growth and college/career readiness.

Rationale:

Data from the prior academic year show that only **44%** of students in the Black subgroup scored a Level 3 or higher on the F.A.S.T. assessment, compared to the schoolwide average of **61%**. This 17-point gap highlights a significant disparity in reading performance. The gap was most pronounced in key areas such as text analysis, vocabulary in context, and written response to reading.

A deeper review of classroom and diagnostic data supports this finding and indicates a need for:

- Increased access to differentiated, small-group instruction;
- Greater use of culturally relevant and engaging texts;
- Consistent progress monitoring and intervention aligned to student needs.

This area was identified as a crucial need not only because of the achievement gap, but also because reading proficiency is a strong predictor of future academic success. Addressing this need with targeted, evidence-based strategies will help close equity gaps and ensure that all students especially those in our Black subgroup have the support needed to succeed.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025–2026 school year, we will decrease the ELA proficiency gap between Black and non-Black elementary students by at least **10 percentage points**, as measured by the Florida Assessment of Student Thinking (F.A.S.T.).

Building on last year's growth from **36%** to **59%** of Black students scoring a Level 3 or higher, our goal is for at least **70%** of Black students to score a Level 3 or higher on the 2026 F.A.S.T. assessment, while also increasing overall school proficiency.

This goal will be supported by targeted small group instruction and ongoing data monitoring to ensure timely interventions and equitable support.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The implementation and impact of this Area of Focus for the Black student subgroup will be monitored through a combination of formative assessment data, classroom observations, and progress monitoring tools. Specific strategies include:

1. **Progress Monitoring Assessments (biweekly/monthly):**

Black students' reading growth will be closely tracked using district-approved progress monitoring tools such as i-Ready, STAR, or interim benchmarks aligned to the F.A.S.T. standards. Data will be disaggregated by subgroup to identify trends and respond to areas of need in real time.

2. **Data Chats and Intervention Adjustments (monthly):**

Teachers and instructional coaches will hold monthly data chats to analyze subgroup performance and adjust instructional groupings, interventions, and supports. Focus will be on mastery of targeted ELA standards and closing skill gaps identified through progress monitoring.

3. **Classroom Walkthroughs and Fidelity Checks (biweekly):**

Administrators and instructional coaches will conduct regular walkthroughs to observe the implementation of evidence-based literacy practices (e.g., small group instruction, use of culturally relevant texts, scaffolding for comprehension). A fidelity checklist will be used to ensure consistency across classrooms.

4. **Student Work Analysis and Formative Checks (ongoing):**

Teachers will conduct ongoing analysis of student work samples and informal checks for understanding to monitor individual progress and adjust instruction. This includes exit tickets, reading journals, and writing responses tied to comprehension.

5. Stakeholder Communication (quarterly):

Progress toward goals will be shared quarterly with staff, students, and families through data dashboards, team meetings, and parent updates. Feedback will be used to strengthen practices and maintain transparency in efforts to close the achievement gap.

Through consistent monitoring and data-driven action, we aim to ensure equitable support and sustained academic growth for our Black students in elementary ELA.

Person responsible for monitoring outcome

Tony Pleshe

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

1. Progress Monitoring Assessments (biweekly/monthly): Black students' reading growth will be closely tracked using district-approved progress monitoring tools such as iStation, F.A.S.T., and benchmarks assessments aligned to the F.A.S.T. standards. Data will be disaggregated by subgroup to identify trends and respond to areas of need in real time. 2. Data Chats and Intervention Adjustments (monthly): Teachers and administration will hold monthly data chats to analyze subgroup performance and adjust instructional groupings, interventions, and supports. Focus will be on mastery of targeted ELA standards and closing skill gaps identified through progress monitoring. 3. Classroom Walkthroughs and Fidelity Checks (biweekly): Administrators and instructional coaches will conduct regular walkthroughs to observe the implementation of evidence-based literacy practices (e.g., small group instruction, use of culturally relevant texts, scaffolding for comprehension). A fidelity checklist will be used to ensure consistency across classrooms. 4. Student Work Analysis and Formative Checks (ongoing): Teachers will conduct ongoing analysis of student work samples and informal checks for understanding to monitor individual progress and adjust instruction. This includes exit tickets, reading journals, and writing responses tied to comprehension. Stakeholder Communication (quarterly): 5. Progress toward goals will be shared quarterly with staff, students, and families through data dashboards, team meetings, and parent updates. Feedback will be used to strengthen practices and maintain transparency in efforts to close the achievement gap.

Rationale:

The rationale for this monitoring approach is rooted in the need for timely, data-informed decision-making to ensure Black students receive the targeted support necessary to sustain and accelerate the significant gains made—from 36% to 59% proficiency in one year. While this progress is promising, a 17-point gap remains between Black and non-Black students, indicating the need for ongoing, intentional monitoring. Frequent and structured monitoring allows us to: Identify learning gaps early before they widen, especially in foundational literacy skills. Ensure instructional fidelity, meaning that high-impact strategies are being used consistently and effectively across classrooms. Adjust interventions promptly, ensuring that students are always receiving the right level of support

based on real-time performance. Promote equity, by holding ourselves accountable for ensuring that every student especially those in historically underserved groups has access to high-quality instruction and appropriate resources. This approach also helps build a culture of collective responsibility, where educators regularly reflect on data, collaborate on strategies, and maintain high expectations for all students. The rationale ultimately supports the district's mission to close achievement gaps and provide equitable learning opportunities for every child.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Bridging the Gap: Achieving ELA Excellence for Black Learners

Person Monitoring:

Tony Pleshe

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Deliver Targeted Small Group Instruction Who: Classroom teachers, interventionists What: Provide data-driven, differentiated small group reading instruction focused on foundational skills, fluency, and comprehension. When: Minimum 3x per week during ELA block and/or intervention time. Why: Research shows small group instruction is highly effective in accelerating literacy growth, especially for students who need scaffolded support. 2. Implement Culturally Responsive Literacy Practices Who: All instructional staff What: Integrate diverse, relevant texts and culturally affirming instructional strategies to boost engagement and comprehension. When: Ongoing during core instruction Why: Representation in curriculum fosters stronger student connections and increases motivation and achievement. 3. Use Frequent, Disaggregated Data Monitoring Who: Teachers, instructional coaches, admin What: Analyze subgroup-specific data (including F.A.S.T. PM1, PM2, PM3, and classroom assessments) during monthly data chats. When: At least monthly Why: Regular monitoring ensures gaps are identified early and instruction/intervention is responsive to subgroup needs. 4. Increase Intervention Support for Identified Students Who: MTSS team, interventionists What: Use Tier 2 and Tier 3 interventions aligned to diagnosed needs, with progress tracked and documented. When: Minimum 3x/week Why: Structured interventions provide intensive support to close skill gaps and maintain progress toward grade-level proficiency. 5. Provide Professional Development on Equity and Literacy Who: Admin, instructional coaches What: Offer PD focused on effective literacy instruction, culturally responsive pedagogy, and strategies for supporting underperforming subgroups. When: Quarterly PD sessions + coaching cycles Why: Staff capacity and awareness are critical for sustaining systemic change and closing gaps. 6. Engage Families and Communities Who: School leadership, family liaison What: Host literacy nights, share progress updates, and provide resources to support reading at home. When: At least once per quarter Why: Strong school-home partnerships support student learning beyond the classroom. 7. Monitor Instructional Fidelity Who: Administrators, instructional coaches What: Conduct regular walkthroughs with a focus on subgroup engagement, differentiation, and adherence to research-based practices. When: Biweekly Why: Ensures strategies are being implemented consistently and with quality.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Prioritize the full implementation of the Pinellas Early Literacy Initiative in VPK–2 classrooms by ensuring equitable access to resources, including instructional supports, targeted professional development, and ongoing coaching and feedback cycles.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Phonological and Phonemic Awareness

- **Activities:** Rhyming, syllable segmentation, onset-rime blending, and isolating/manipulating individual phonemes.
- **Purpose:** Prepares students for phonics by helping them hear and work with sounds in spoken language.

Systematic Phonics Instruction

- **Explicit teaching** of letter-sound relationships in a logical sequence (e.g., from simple to complex patterns).
- **Blending and decoding** regular and irregular words.
- **Multisensory strategies** like tapping, tracing, or using manipulatives to reinforce sound-symbol relationships.

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

Explicit Comprehension Strategy Instruction

- Teaching students how to:
 - Summarize
 - Infer
 - Determine main idea and supporting details
 - Ask and answer text-dependent questions
 - Use text structure (e.g., cause/effect, problem/solution)
- Strategies are modeled through think-alouds, guided practice, and independent application.

Close Reading of Complex Texts

- Students engage in multiple reads of grade-level texts to dig deeper into:
 - Vocabulary
 - Author's purpose and craft
 - Evidence to support claims
 - Text structure and features (especially for informational texts)
- Questions are text-dependent, requiring evidence-based responses.

Vocabulary Development

- Direct and indirect instruction of tiered vocabulary (especially Tier 2 academic words).
- Word-learning strategies include:
 - Morphology (prefixes, suffixes, roots)
 - Context clues
 - Word webs and semantic mapping

Fluency Practice with Connected Text

- Though less emphasized than in primary grades, fluency still matters:
 - Repeated reading of appropriate-level texts
 - Reader's theater
 - Partner reading with feedback on expression, rate, and accuracy

Integrated Reading-Writing Tasks

- Students write in response to reading, using textual evidence to support ideas.
- Activities include:
 - Constructed responses
 - Summarizing
 - Opinion writing and literary analysis
- Reinforces comprehension and strengthens reading-writing connections.

Scaffolded Small Group Instruction

- Guided reading or strategy groups tailored to students' reading levels and skill needs.
- Texts selected for instructional match (just-right challenge).
- Emphasis on strategic reading behaviors and metacognitive skills.

Ongoing Progress Monitoring

- Use of tools like iStation, F.A.S.T., and classroom assessments to:
 - Track reading growth
 - Identify skill gaps
 - Inform differentiated instruction

Grades K-2: Measurable Outcome(s)

70% of K–2 students who can decode grade-level words with accuracy

Grades 3-5: Measurable Outcome(s)

By May 2026, at least 70% of students in grades 3–5 will score at Level 3 or above on the Florida Assessment of Student Thinking (FAST) Reading assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Conduct Regular Classroom Walkthroughs and Observations

- Visit VPK–2 classrooms frequently to look for:
 - Use of program materials and lesson components
 - Evidence of foundational reading instruction (phonemic awareness, phonics, decoding, etc.)
 - Alignment with daily schedules and lesson plans

Monitor and Analyze Student Data

- Review data from progress monitoring tools to:
 - Track growth in foundational reading skills
 - Identify students at risk and in need of intervention
 - Evaluate overall program effectiveness
- Hold **data chats** with teachers to analyze trends and make instructional decisions.

Provide Instructional Coaching and Feedback

- Partner with literacy coaches to:
 - Deliver professional development aligned with the program
 - Observe instruction and provide targeted feedback
 - Support teachers with modeling, co-teaching, and resources

Person responsible for monitoring outcome

Ashley Fellows

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Deliver explicit, systematic, and scaffolded instruction in a print-rich environment Teach students to decode words, analyze word structure, and build automatic word recognition

Rationale:

To develop literacy, students require instruction in two interconnected areas: foundational reading skills and reading comprehension. By implementing evidence-based strategies and targeted actions, students learn to decode words, connect them to oral language, and read connected text with the accuracy and fluency needed for understanding.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Building Capacity for Early Literacy Excellence

Person Monitoring:

Ashley Fellows

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The School Leadership Team meets regularly to analyze student data and make informed decisions about the professional learning and supports needed to drive reading growth. The team actively supports the full implementation of the Pinellas Early Literacy Initiative in VPK–2 classrooms. The team works to build instructional capacity by identifying teachers, coaches, and district staff who can lead training efforts that align high-quality instructional materials with evidence-based practices and the B.E.S.T. ELA Benchmarks. The team guides and supports professional development that emphasizes the reciprocal relationship between oral language, collaborative discussion, and writing—helping teachers use these practices to support student thinking, cross-curricular connections, and engagement with complex texts. The team also plans and facilitates family reading nights grounded in accessible, evidence-based strategies to strengthen the connection between home and school literacy efforts.

Action Step #2

Literacy Coaching

Person Monitoring:

Ashley Fellows

By When/Frequency:

May 2026 Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

• Literacy coaches work with school principals to plan and implement consistent professional learning outlined by the Pinellas Early Literacy Initiative, centered on evidence-based practices grounded in the science of reading, the UFLC Flamingo Small group model, and writing, to demonstrate a significant effect on improving student outcomes. • Literacy coaches prioritize time to those teachers,

activities, and roles that will have the greatest impact on student achievement in reading, namely coaching, modeling, and mentoring in classrooms daily. • Literacy coaches support and train teachers to administer assessments, analyze data, and use data to differentiate instruction.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

School attendance is important because it directly impacts a student's academic success and growth. When students attend school regularly, they build strong learning habits, stay connected to their teachers and peers, and avoid falling behind in key skills. Consistent attendance helps create a routine that supports academic achievement and social development. Attendance sets students up for success now and for the future.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

When looking at our 2024-25 schoolwide attendance data, we had a daily average attendance rate of 92.1%, which was an increase of 1.1% from the 2023-2024 school year.

Sexton Elementary had 26% of students that missed more than 10% of the school year, and there were 18 total student that a chronic attendance issue of more than 20% of the school year.

Sexton Elementary will achieve a daily average attendance rate of 94% for 20255-2026 school year.

Sexton Elementary will reduce or number of students who are absent more than 10% of school days by 5%, which would be 21%. This gets us to a reduction of around 12 students.).

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will monitor student attendance on a monthly basis. The school guidance counselor and school social worker will work with targeted groups of students who would benefit from an attendance

intervention program. The leadership team, instructional coaches and front office staff will monitor the attendance rate of teachers and parents who attend school-wide functions and community events throughout the year.

Person responsible for monitoring outcome

Marlene Mazer

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

1. Monitor student absences through the Child Study Team (CST) and make personal phone calls to parents regarding their students' absences. 2. Incentivize students who increase their rate of attendance. 3. Proactively contact parents of students who had attendance issues during the 2024-2025 school year to assist with familial needs. 4. Enforce a policy of no early release for students during the last 30 minutes of the school day. 5. Small group counseling for students with attendance concerns, incentives, mentors and weekly check-in systems will be in place. 6. Incorporate parent incentives to help families get students to class on-time. 7. Increase the number of teacher leaders to spearhead family engagement programs and events schoolwide throughout the year. 8. Monitor attendance of both adults and children who attend our community involved events at the school. 9. Utilize various social media platforms in order for us to advertise school events throughout the year.

Rationale:

Chronic absenteeism also places students at greater risk of dropping out of school, and this early academic exit can carry lifelong consequences, reducing both an individual's employment and earning options far into adulthood.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Hold bi-weekly CST meetings and share attendance data promptly.

Person Monitoring:

Marlene Mazer

By When/Frequency:

Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monitor student absences through the CST and make personal phone calls to parents regarding their

students' absences. After three absences within a quarter of the school year, the teacher will make a phone call home. After five absences, the school social worker will contact home. After seven absences, the administration team will contact home. Share student attendance data with all teachers and staff. Post attendance data on our school website.

Action Step #2

Incentivize students who increased their rate of attendance.

Person Monitoring:

Marlene Mazer

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide incentives and rewards for students who showcase exceptional attendance. Individually reward students for meeting attendance goals.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

<https://www.pcsb.org/Domain/36>

School Advisory Council (SAC) Meetings: Updates on the School Improvement Plan (SIP) and progress toward goals will be shared and discussed during SAC meetings. Agendas and minutes will be posted on the school website and available upon request.

Annual Title I Meeting: This fall meeting offers families an overview of Title I services, the school's SIP goals, and budget priorities. A family-friendly presentation and printed materials will be provided to ensure clear communication.

Parent Newsletters and Flyers: Monthly newsletters and targeted flyers—both printed and digital—will keep families informed about SIP progress, upcoming actions, and important updates using simple, accessible language.

Parent and Community Resource Station: Located in the front office, this area will feature printed copies of the SIP, the Parent and Family Engagement Plan (PFEP), and additional resources available in multiple languages as needed.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

<https://www.pcsb.org/Domain/36>

Parent Workshops & Academic Coaching: Families are invited to attend engaging workshops during academic and social events to learn strategies for supporting learning at home.

Monthly Communication – Newsletter: Our digital newsletter shares helpful academic tips, school news, and community resources to keep families informed and connected.

Using Technology to Stay Connected: We communicate regularly through focus, our school website, phone calls, text messages, and digital flyers. Printed materials are also sent home for families unable to attend events.

Title I Meeting & FAST Family Nights: These events offer valuable information about our curriculum, FAST assessments, and academic expectations, along with opportunities for families to ask questions and give feedback.

Family Involvement Through SAC & PTA: Parents can make a difference by joining the School Advisory Council and volunteering through the PTA. Their voice helps shape school decisions and initiatives.

Inclusive Access for All Families: We provide translation services, flexible meeting times, and necessary accommodations to ensure every family can participate fully in school events and activities.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Based on a review of 2022–2025 ELA performance data, the following measurable outcomes have been established for the 2024–2025 school year across all ELA-tested grade levels (e.g., Grades 3–5):

- In the **2024–2025 school year**, the percentage of students scoring proficient in ELA increased slightly from **61% to 62%**.
- However, **overall learning gains declined** from **61% to 56%**, and learning gains for the **Lowest 25% (L25)** of students dropped from **67% to 61%**.

To address this, the school aims to **increase overall learning gains and L25 gains** while continuing to improve proficiency.

Targeted Measurable Outcomes for 2025–2026:

- **ELA Proficiency:** Increase from 62% to **65%**
- **ELA Learning Gains:** Increase from 56% to **62%**
- **ELA Learning Gains – Lowest 25%:** Increase from 61% to **66%**

These outcomes are based on identified declines in student growth, particularly among the L25 subgroup. By setting these specific, data-informed targets, the school is committed to improving both overall achievement and equitable academic growth for all learners.

The Multi-Tiered System of Supports (MTSS) model aligns resources in schools for providing high quality instruction and intervention matched to student needs. The MTSS model addresses both academic and behavior needs of students through instruction and interventions developed to meet those needs. The problem solving/response to intervention (PS/RtI) component of MTSS is required in Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004).

In an effective Multi-Tiered System of Supports: learning is accelerated to close gaps and prevent new ones; fewer students are at risk over time; decisions about who needs additional support can be made rapidly; rates of intervention success are high; and goals are defined in terms of improved achievement.

The school based **MTSS coach** is used to support the framework by facilitating or modeling the components of MTSS: provide opportunities to practice problem-solving skills; provide collaborative / performance feedback to staff; develop coaching activities based on PD feedback, implementation fidelity; and student outcomes.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The School Improvement Plan (SIP) at Sexton Elementary is developed in partnership with key stakeholders and aligns with federal, state, and local initiatives to support the whole child. Our coordinated efforts include:

Federal Programs: Title I funding provides full-day PreK-3 instruction, an MTSS Coach, and additional intervention staff to support academic growth.

Student Services & Mental Health Support: We collaborate with the district's student services team, school counselors, and community mental health agencies to meet the emotional and behavioral needs of our students.

Violence Prevention & PBIS: Our Positive Behavior Intervention and Support (PBIS) program reinforces schoolwide expectations through behavior assemblies, restorative practices, and consistent support systems.

Nutrition Services: In coordination with the district's Food and Nutrition Department, all students receive free breakfast and lunch daily to support healthy learning.

College & Career Readiness: Through community outreach and early exposure activities, we help students build awareness and readiness for future college and career opportunities.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

To promote whole-child development and ensure that students thrive socially, emotionally, and behaviorally alongside academic success, the school implements a range of integrated services and strategies designed to build students' life skills, resilience, and well-being.

1. School Counseling and Mental Health Services

- **Certified School Counselors** provide individual and group counseling sessions focused on social-emotional learning (SEL), conflict resolution, self-regulation, and college/career readiness.
- **Regular Needs Assessments** are conducted to identify students requiring additional mental health support, with referrals made promptly through a coordinated support system.

2. Specialized Support Services

- **Multi-Tiered System of Supports (MTSS):** The school uses an MTSS framework to provide differentiated behavioral and emotional interventions based on student needs.
- **Behavior Intervention Plans (BIPs)** and Functional Behavioral Assessments (FBAs) are developed for students demonstrating significant behavioral challenges.
- **Social Workers and School Psychologists** work collaboratively with families and teachers to support student mental and emotional health, home-life challenges, and community connections.

3. Mentoring Programs

- **Adult Mentoring:** The school facilitates structured mentoring programs where students are matched with trusted adults to foster goal setting, motivation, and positive identity development.
- **Community Partnerships:** Local organizations and business leaders may serve as mentors, especially for at-risk or underrepresented students.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. §

6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

To ensure all students are well-prepared for college, career, and life beyond high school, the school provides a range of supports and programs that increase awareness of postsecondary pathways and equip students with the academic, technical, and employability skills needed for future success.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Tier 1 – Universal Prevention (All Students)

Strategies:

- Implement **schoolwide behavior expectations** (e.g., Respect, Responsibility, Readiness).
- Use consistent behavior management practices in every classroom.

Monitoring:

- Collect office discipline referral data and school climate surveys.
- Use universal behavior screeners to identify students at risk.

Alignment with IDEA:

- Although Tier 1 is for all students, it lays the foundation for inclusive practices that benefit students with disabilities and helps identify students needing additional support.

3. Tier 2 – Targeted Interventions (Some Students)

Strategies:

- Provide small group interventions (e.g., Check-In/Check-Out, social skills groups).
- Use behavior contracts and progress monitoring tools.

Monitoring:

- Track student progress through weekly data reviews (attendance, ODRs, intervention logs).

Legal Coordination:

- For students not identified under IDEA, this tier serves as **early intervening services** to address behavior before referral.
- For students with IEPs, coordinate Tier 2 supports with IEP goals as appropriate.

4. Tier 3 – Intensive Interventions (Few Students)

Strategies:

- Develop **individualized behavior intervention plans** based on Functional Behavior Assessments (FBAs).
- Provide wraparound supports (mental health counseling, mentoring).

Monitoring:

- Use intensive data collection and frequent team meetings (e.g., weekly).
- Monitor fidelity of implementation and responsiveness to intervention.

Alignment with IDEA:

- Many Tier 3 students may qualify for or already receive **special education services**.
- Ensure that behavioral supports are integrated into IEPs and reviewed regularly.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Job-embedded coaching focused on literacy, mathematics, and differentiated instruction.

Collaborative planning time for grade-level teams and PLCs (Professional Learning Communities).

Training in evidence-based strategies, including:

- Universal Design for Learning (UDL)
- Culturally and linguistically responsive teaching
- Trauma-informed classroom practices

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Host “**Kindergarten Readiness**” **nights** for preschool families to visit the elementary school, meet staff, and tour classrooms.

Provide **transition packets** with school readiness tips, kindergarten expectations, and developmental milestones.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00