Pinellas County Schools

# Lynch Elementary School

## 2015-16 School Improvement Plan

# Lynch Elementary School

1901 71ST AVE N, St Petersburg, FL 33702

http://www.lynch-es.pinellas.k12.fl.us/

## School Demographics

| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
|---|---|---|
| Elementary | Yes | 79% |

| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
|---|---|---|
| No | No | 39% |

## School Grades History

| Year | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
|---|---|---|---|---|
| Grade | B* | D | C | B |

**Preliminary 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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

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

## DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

## 2015-16 DA Category and Statuses

| DA Category | Region | RED |
|---|---|---|
| Focus | 4 | Jim Browder |

| Former F | Turnaround Status |
|---|---|
| No | |

# Part I: Current School Status

## Supportive Environment

### School Mission and Vision

#### Provide the school's mission statement

The Mission of the Lynch Elementary School Community is to prepare every student for college, career and citizenship by providing quality educational experiences and integrating literacy through all disciplines.

#### Provide the school's vision statement

100% student success.

### School Environment

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

Teachers survey students to discover the cultural makeup of their classrooms. Teachers keep the lines of communication open with parents via emails, agenda books, telephone and face to face. The Multi-Cultural Committee uses surveys and student data to plan activities/events throughout the year such as cultural fairs.The committee also sponsors a monthly student Multi-Cultural Club. Parents are invited to participate in monthly staff multicultural committee meetings to promote parent input and representation of cultures among the team. Administration makes every effort to ensure the ethnic make up of the School Advisory Council (SAC) is representative of the school and community population. These efforts include personal phone calls, letters, automated messages, and face to face encouragement to join SAC.

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

Lynch Elementary Implements Champs school-wide with a focus on positive reinforcement and student successes based on achievement goals. Creation of a Token Program to encourage positive behavior, vesting all students and staff.
We provide a safe campus by ensuring high visibility of staff members before and after school, and initiating a closed campus while students are on campus.
We will continue the Olweus Anti Bullying Program whichl includes guest speakers, a designated place for students to report bullying, and on-going support to teachers via our school counselor, psychologist and social worker in implementing classroom anti-bullying lessons/programs.

#### 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

Lynch is a CHAMPS school and is led and monitored by our PBS/CHAMPS team. During pre-school professional development with lesson plans are provided to all instructional staff. During the first week of school students are taught the school wide and classroom expectation. The expectations are reinforced in all public areas by trained staff, during the morning news show, through recorded media messages and print. Refreshers for staff are given bi-monthly during staff meetings and by electronic media. Lynch Elementary Implements Champs school-wide with a focus on positive reinforcement and student successes based on achievement goals. We have a Token Program to encourage

positive behavior, vesting all students and staff. The tokens are given daily to students that go above and beyond expectations and may be redeemed for a gift in our school store (Lion's Den) at the end of the week.

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

Teachers may request support for a student's social/emotional needs by completing a Behavior/ Intervention Form. The Guidance Counselor reviews request along with our School Based Intervention Team (SBIT) to determine individual student needs. Interventions are provided in the form of one to one counseling or small group sessions/interventions are provided by teacher, guidance counselor, social worker or school psychologist.
5000 Role Models, Girlfriends Inc. and Lunch Pals provide individual and group mentors to students. These groups meet with students regularly to provide social/emotional support, motivation and encouragement.

## Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Struggling students and retained students are identified from state and district testing and then Tier 2 services are determined and monitored by classroom teacher/Title 1. In addition, teachers with student academic and behavior concerns are reported to RtI Coordinator by Instructional Staff on Behavior/Academic Forms, then data and form is reviewed by SBIT. Tier 2/Tier 3 Intervention and Progress Monitoring is considered. Review date for student is determined for next steps while the student 's response to the interventions are monitored.
We also monitor the core instruction monthly with DIBELS probes.
Data will be posted and reviewed monthly by the School Based Leadership Team.
Attendance is monitored through SBLT as well. Children are referred to the Child Study Team for frequent tardies and absences and then the Social Worker/Guidance Counselor will follow up with parent contact via phone or home visit.

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

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

| Indicator | Grade Level | | | | | | Total |
|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 15 | 14 | 9 | 11 | 12 | 11 | 72 |
| One or more suspensions | 4 | 7 | 2 | 3 | 4 | 16 | 36 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 36 | 34 | 60 | 130 |

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

| Indicator | Grade Level | | | | Total |
|---|---|---|---|---|---|
| | 1 | 3 | 4 | 5 | |
| Students exhibiting two or more indicators | 1 | 1 | 4 | 18 | 24 |

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

Students identified by the early warning system are progress monitored by the School Based-Intervention Team (SBIT) and School Based Leadership Team (SBLT) and reviewed monthly. Many of these students are matched with a mentor and will be invited to participate in one or more of our Promise Time programs.
Weekly review of social/emotional needs as submitted by teachers using Request for Behavior/ Intervention Form. Guidance Counselor reviews request through SBIT to determine individual needs or on-going groups. Individual and small group sessions are provided by guidance counselor, social worker or school psychologist.
Mentoring groups such as 500 Role Models, Lunch Pals and Girlfriends Inc. meet with students regularly to provide social/emotional support.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**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**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

***PIP Link***

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/53959.

***Description***

A PIP has been uploaded for this school or district - see the link above.

**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**

Lynch elementary builds and sustains partnerships with the local community by communicating our needs, sharing our successes and challenges and by collaborating with various stakeholders. We include all of our partnerships in general correspondence so that they can keep abreast of what's happening on campus. This is done through school newsletters, websites, personal phone calls and face to face communication. Our Lynch staff, while out in the community, invite interested persons to visit the school and get information on how to become future partnerships and/or be a part of our school advisory council.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

| Name | Title |
|---|---|
| Crawford III, Johnnie | Principal |
| Jones, Julie | Assistant Principal |
| Denise, Malone | Other |
| Massie, Meghan | Teacher, K-12 |
| Bitzer, Barbara | Guidance Counselor |
| Sullivan, susan | Attendance/Social Work |
| Bigler, Jennifer | Teacher, K-12 |
| Harvey, Melissa | Teacher, K-12 |
| Gonzalez, Aida | Teacher, K-12 |
| Gerding, Ruth | Teacher, K-12 |
| Colbeck, Heidi | Teacher, K-12 |

**Duties**

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

Johnnie Crawford III, Principal/Team Leader: provides input to set agenda and facilitate discussions
Julie Jones, Assistant Principal: provides input to set agenda and facilitate discussions
Denise Malone, Data Coach: collects, disaggregates data for SBLT and facilitates discussions
Meghan Massie, First Grade Team Leader:Recorder and Instructional Representative
Ruth Gerding, Fourth Grade Team Leader: Time Keeper and Instructional Representative
Melissa Harvey, Third Grade Team Leader: Instructional Representative
Aida Gonzalez, Second Grade Team Leader: Instructional Representative
Jennifer Bigler, Fifth Grade Team Leader: Instructional Representative
Heidi Colbeck, ESOL Teacher: Instructional Representative
Tiffany Bell, ESE Team Leader: Instructional Representative
Barbara Bitzer, School Counselor, School Based Intervention Team (SBIT) facilitator
Susan Sullivan, Social Worker: Team member

***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 School Based Leadership Team (SBLT) meet weekly and uses the problem solving mode to address instructional and operational needs of the school. School-wide data is disaggregated and then analyzed to identify positive and/or negatives trends, barriers or causes for success. A Hypothesis is developed then grade level team leaders facilitate PLCs to review grade level and classroom data using the problem solving process.
The Administrative team ( principal, assistant principal & MTSS coach) review walk thru data, observation data and performance of student data to align instructional staff in the best positions for teaching. We focus on teacher strength and student need. All curricular needs are provided by the district but are enhanced by Title I funds to supplement Tier 2 and 3 support. Personnel are hired for Tier 2 support. Data guidelines from district and school improvement plan are used to allocate funds. The team along with the SBLT work together to problem solve and utilize funds appropriately.

**School Advisory Council (SAC)**

**Membership:**

| Name | Stakeholder Group |
|---|---|
| Jackie Wright | Parent |
| Johnnie Crawford III | Principal |
| Reyna Benito | Business/Community |
| Natasa Andzic | Education Support Employee |
| Denise Malone | Teacher |
| Julie Jones | Principal |
| Jennifer Bigler | Teacher |

**Duties**

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

*Evaluation of last year's school improvement plan*

Interim data and progress monitoring data was shared with SAC to inform them of our progress toward our summative assessment goals. Sac provided input for engaging more students in the area of science and technology in order to raise student achievement. In addition, ideas for increasing parent involvement were discussed and accepted by the council.

*Development of this school improvement plan*

Interim data and progress monitoring data was shared with SAC to inform them of our progress toward our summative assessment goals. Sac provided input for engaging more students in the area of science and technology in order to raise student achievement.
A draft of the school improvement plan was shared and discussed with SAC. Sac provided additional ideas for improving parent involvement.

*Preparation of the school's annual budget and plan*

SAC was not directly involved in the preparation of the school budget however, their program initiatives were considered during the formation of the Title 1 budget.

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

A portion of last year school improvement funds were used to pay the assistant principal to work once a week over the summer. Here primary responsibility was to review and disaggregate student achievement data.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***
No

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

Administration is making personal contact with parents and community partners via phone, print, face to face, marquee and automated phone calls.

**Literacy Leadership Team (LLT)**

**Membership:**

| Name | Title |
|---|---|
| Jones, Julie | Assistant Principal |
| Gonzalez, Aida | Teacher, K-12 |
| Denise, Malone | Other |
| Quinlivan, Kristina | Teacher, K-12 |
| Couillard, Sandra | Teacher, K-12 |
| Adcock, Jennifer | Teacher, K-12 |
| Colbeck, Heidi | Teacher, K-12 |

**Duties**

***Describe how the LLT promotes literacy within the school***

The LLT meets once a month to plan and organize for school-wide literacy activities. This school year, they will be supporting three key strategies based on Marzano's framework of teaching. The literacy team will plan the roll out of these initiative starting with a high yield effect of working with similarities and differences on student achievement. They will analyze the current curriculum and how these researched based strategies can be implemented school wide. Another key strategy will be the utilization of vocabulary walls to enhance vocabulary instruction and the third strategy will be setting personal goals to learning for individual students. The literacy team will promote one Friday per month where teachers open their classrooms and showcase not only these strategies selected, but other strategies that align with the evaluation model and SIP all in alignment with student achievement. The team will monitor participation of staff observing and those volunteering or selected to showcase their strategies.
The literacy team will also work on promoting literacy with students by other school wide and afterschool events that will build relationships with the community and literacy efforts.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Lynch Elementary will have weekly PLCs (Professional Learning Communities) that will be facilitated by SBLT (School Based Leadership Team) members. The agendas for the PLCs will be determined by the team leaders based on assessments cycles, formative assessment timelines, and a selection of pre-determined topics set by the SBLT. We plan on having monthly demonstration days lead by teachers to open the doors for colleagues to learn from each other. We will be showcasing highly effective/innovative teaching strategies that are promoting high student engagement, differentiated instruction, and/or strategies designed in the classroom that have a lens on closing the achievement gap amongst African American students, ESE and/or ELL students. We also plan on having a cycle of lesson study for each grade level in which they will analyze their teams data and determine a benchmark or area of need for their students and design a lesson that will support this need. They will be provided a 1/2 day sub for this collaboration. This year we are also planning on evenings where teams may stay and plan/unpack standards and work on enhancing their lessons in alignment with the SIP goals. They will be paid stipends for this work and encouraged to share at other PLCs the effect of this planning on their instruction.
Teachers will also be asked to plan together at least one day per week to ensure goals and scales are in alignment with the standards and pacing of their curriculum. This collaboration will support new teachers, new to subject teachers and overall commitment to the students as a team. This will not be in lieu of their PLC, but in addition to their PLC day.

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

Lynch Elementary seeks to employ teachers who are effective and highly effective on their professional evaluations. We have on-going PD for staff with the support of Just In Time coaches for content areas provided by the district. Team leaders will be responsible for sharing concerns of teams instructionally and professionally so that we may provide the support needed to develop our teachers and retain them. Leadership team knows that teachers and staff need support. Walk throughs will be on an on-going basis and will not only inform the leadership team with needs of grade levels/school in regards to professional development, but feedback will be given to teachers in a timely manner to promote a growth model for teachers on their own instructional practice.

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

Lynch has a mentoring system in which two highly effective teachers that have volunteered to lead the mentoring program meet with new teachers. They meet on a monthly basis and have a calendar of items that they discuss with the teachers. New teachers to Lynch are also encouraged to attend. Teacher will not only have a mentor assigned to them, but team leaders are to support their team in observing and learning from others across the team as well in other grade levels.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

Our core instructional programs are part of the k-12 plan as written by Pinellas School District. Teachers include the standards in their lesson plans which must be available either by uploading plans to a server, or having them available when asked upon walking into the classroom. Daily Teaching Point in student friendly language must be posted and addressed throughout lesson. This teaching point/objective is directly aligned with Florida Standards and in alignment with the curriculum calendars of the district. Teachers will also be expected to have goals and scales posted for their dominant subject area and upon asking students, students know those goals and scales and how they align with what they are learning. Students are also to know where they are in their own learning and achievement of those goals.

#### Instructional Strategies

***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***

Professional Learning Cadres by grade level are utilized to analyze data and plan for instruction with a specific focus on differentiation instruction based on class/team data results. We have tried to ensure the our ELL and ESE students are not spread out into too many classrooms so that our instructors of ELL and ESE may utilize their time in classrooms with these students more efficiently. We have also included 25 minutes of differentiated time slots for reading and math on a daily basis into our master schedule. This is a non-negotiable this year that teachers must have plans for this time and use the time for differentiation. Teachers are to utilize two programs to support differentiation/intervention with fidelity and those are ST MATH and iStation. These programs allow leadership and teams to efficiently track data with usage and progress of students at different levels of performance and gains they are or are not making. The staff will have PD on the best use of this

time and how to use the data to drive this time frame. We also have data chats calendared throughout the school year to discuss with teams and individual teachers the progress of students and how they are adjusting instruction to meet these needs. Teachers are evaluated on this key goal of monitoring progress of students to all goals of instruction and making adjustments in their instruction for students to make gains toward those goals. Title I personnel will also be utilized to support students in intensive need for intervention.

***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:** 8,640

We are a Promise Time school this year. Identified students will take a pre-test/post-test to determine which skills/areas they will work on through the i- Ready program. Targeted Instruction will occur in small groups.

***Strategy Rationale***

Individualized approach to extended learning

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***
Denise, Malone, maloned@pcsb.org

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

The i-Ready program has a pre-test/post-test built into determine the effectiveness of the strategy. The
Promise Time Coordinator will share data monthly with the School Based Leadership Team. Any child that we need to look closer at will be referred the School Based Intervention Team.

**Strategy:** After School Program

**Minutes added to school year:** 2,160

STEM Academies for grades 3-5 are in place 1 day per week after school

***Strategy Rationale***

STEM academies provide highly engaging activities to explore math, science and technology. Students have opportunities to explore with peers after school that have the same interests in these areas. Activities are voluntary and non-graded so the expectation is to stretch the mind and dig deep into activities that enrich their thinking.

***Strategy Purpose(s)***

- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***
Crawford III, Johnnie, crawfordjo@pcsb.org

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

data will be collected from district math and science assessments as well as state assessments and a comparison will be made of students who participated in STEM after school activities to those who did not participate.

## Student Transition and Readiness

### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Students entering kindergarten either transition from are pre-unit located on school grounds or have had an opportunity to attend a kdg. information session for parents. The kdg. team works with the pre-k team to ensure a smooth transition and 2x per school year meet in a coordinating PLC to discuss progress and needs of students. Our 5th grade team in coordination with our Guidance counselor also work with students to prepare them for their transition to middle school. Our EBD students attend a visitation to middle school to help alleviate any anxiousness they may have. The 5th grade students at the end of the year also participate in more movement between the 5th grade team classes to practice organization and the multitude of classes they will have in middle school. Teachers in 5th grade also have an information session for parents/students about how their State Assessment results are calculated into their 6th grade classroom assignments.

### College and Career Readiness

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

n/a

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

n/a

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

n/a

***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***

n/a

# Needs Assessment

## Problem Identification

### Data to Support Problem Identification

**Portfolio Selection**
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

**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:

.

**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.

**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.

# 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.** Lynch Elementary will increase student achievement proficiency levels in science

**G2.** Lynch Elementary will close the achievement gap between ELL and ESE learners and their non-ELL and non-ESE peers

**G3.** Lynch Elementary will close the Achievement Gap for African American learners and their non-black peers.

**G4.** Lynch Elementary will increase their proficiency on statewide ELA assessments

**G5.** Lynch Elementary will increase proficiency in math on district and state assessments

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

## G1. Lynch Elementary will increase student achievement proficiency levels in science 1a

G073053

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| FCAT 2.0 Science Proficiency | 70.0 |

### Resources Available to Support the Goal 2

- STEM Curriculum
- STEM Academies
- Science Lab

### Targeted Barriers to Achieving the Goal 3

- Lack of instructional focus on science in grades k-4

### Plan to Monitor Progress Toward G1. 8

Monitor student science scores on district assessments

**Person Responsible**
Malone Denise

**Schedule**
Monthly, from 9/30/2015 to 4/29/2016

***Evidence of Completion***
District science assessment scores

## **G2.** Lynch Elementary will close the achievement gap between ELL and ESE learners and their non-ELL and non-ESE peers 1a

G073054

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| AMO Math - SWD | |
| AMO Reading - ELL | |
| AMO Math - ELL | |
| AMO Reading - SWD | |

### Resources Available to Support the Goal 2

- ESE/ELL teachers
- Classroom Teachers

### Targeted Barriers to Achieving the Goal 3

- Teacher knowledge of how to plan and implement instruction that meets the needs of ELL and ESE students.
- Lack of collaboration and communication between ELL/ESE and classroom teachers.

### Plan to Monitor Progress Toward G2. 8

Analyze district assessment data for ELL/ESE students

**Person Responsible**
Malone Denise

**Schedule**
Monthly, from 9/1/2015 to 5/31/2016

***Evidence of Completion***
Student data

**G3.** Lynch Elementary will close the Achievement Gap for African American learners and their non-black peers. 1a

G073055

**Targets Supported** 1b

| Indicator | Annual Target |
|---|---|
| AMO Math - African American | |
| AMO Reading - African American | |
| AMO Math - ELL | |
| AMO Reading - ELL | |
| AMO Reading - Hispanic | |
| AMO Math - Hispanic | |
| AMO Math - SWD | |
| AMO Reading - SWD | |

**Resources Available to Support the Goal** 2

- Just in Time Reading Coach, Just In Time District math support, SBLT, Data Coach, Title 1, Extended Learning Program, Promise Time, Community Partnerships, District Funds

**Targeted Barriers to Achieving the Goal** 3

- Cultural competency in correlation with planning, instruction and data analysis.
- Parental involvement, student motivation, teachers knowledge and skills (cultural proficiency)

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

Dis-aggregated data for all subgroups targeted in comparison to whole school data for different content areas

**Person Responsible**

Malone Denise

**Schedule**

Monthly, from 9/1/2015 to 5/31/2016

***Evidence of Completion***

SBLT and PLC minutes of problem solving model used for dis-aggregated data for different subgroups in reading, math and science on district provided assessments

## **G4.** Lynch Elementary will increase their proficiency on statewide ELA assessments 1a

G073056

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| FSA English Language Arts - Achievement | 70.0 |
| ELA Achievement District Assessment | 70.0 |

### Resources Available to Support the Goal 2

- IPI trained Teacher, Book Study

### Targeted Barriers to Achieving the Goal 3

- Teacher knowledge of how actively engage students to push for rigor at all levels of achievement
- Teachers knowledge and skill set to differentiate instruction

### Plan to Monitor Progress Toward G4. 8

Administer district and state assessments

**Person Responsible**
Julie Jones

**Schedule**
On 5/31/2016

***Evidence of Completion***
Assessment results

## **G5.** Lynch Elementary will increase proficiency in math on district and state assessments 1a

G073057

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| Math Gains | 81.0 |
| FSA Mathematics - Achievement | 70.0 |
| Math Achievement District Assessment | 70.0 |

### Resources Available to Support the Goal 2

- Just in Time math coach support
- MFAS

### Targeted Barriers to Achieving the Goal 3

- Knowing how to differentiate instruction based on formative assessments
- Using standards and data to drive instruction and time to plan accordingly

### Plan to Monitor Progress Toward G5. 8

Analyze student data from ongoing assessments

**Person Responsible**
Malone Denise

**Schedule**
Monthly, from 9/8/2015 to 5/31/2016

***Evidence of Completion***
District and state assessment data

# 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.** Lynch Elementary will increase student achievement proficiency levels in science 1

G073053

**G1.B1** Lack of instructional focus on science in grades k-4 2

B190761

**G1.B1.S1** Effective use of SLAGS in grades 3-5 4

S202229

**Strategy Rationale**

By utilizing district provided slags in these grades with fidelity, teachers will stay on pace with their curriculum. Slags are also engaging to students and lead to rigor.

**Action Step 1** 5

Assess teachers understanding of the proper use of SLAGS to increase student engagement, rigor and science achievement.

**Person Responsible**

Johnnie Crawford III

**Schedule**

On 9/30/2015

***Evidence of Completion***

Survey Data

## Action Step 2 5

Provide Professional Development based on the results of the survey data

**Person Responsible**

Julie Jones

**Schedule**

On 10/1/2015

***Evidence of Completion***

PD calendared and sign in sheets/agenda

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

Leadership Team Walk throughs in grades 3-5 with eyes on SLAGS

**Person Responsible**

Johnnie Crawford III

**Schedule**

Weekly, from 9/30/2015 to 4/29/2016

***Evidence of Completion***

debriefing and notes from walk throughs

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

Proficiency on district common assessments in science for 2 cycles

**Person Responsible**

Malone Denise

**Schedule**

Quarterly, from 10/30/2015 to 4/28/2016

***Evidence of Completion***

Common Assessment scores

**G1.B1.S2** School wide STEM challenges will be held throughout the year. 4

S202230

**Strategy Rationale**

STEM challenges increase student interest and engagement in Math and Science. STEM challenges will be aligned with current standards to help keep the focus of grades k-4

**Action Step 1** 5

Provide PD and information on how to conduct STEM CHALLENGES

**Person Responsible**

Jennifer Bigler

**Schedule**

Quarterly, from 10/1/2015 to 4/29/2016

***Evidence of Completion***

PD sign in sheets and STEM Challenges calendered out

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Leadership Team will conduct walk throughs during STEM challenges.

**Person Responsible**

Julie Jones

**Schedule**

Quarterly, from 10/1/2015 to 4/29/2016

***Evidence of Completion***

Pictures, walk through data

### Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Analyze student scores on district Math and Science assessments

**Person Responsible**

Malone Denise

**Schedule**

Quarterly, from 10/1/2015 to 4/29/2016

***Evidence of Completion***

Student assessment scores

## **G2.** Lynch Elementary will close the achievement gap between ELL and ESE learners and their non-ELL and non-ESE peers 1

G073054

### **G2.B1** Teacher knowledge of how to plan and implement instruction that meets the needs of ELL and ESE students. 2

B190762

#### **G2.B1.S1** Professional development in ESE/ELL strategies. 4

S202231

**Strategy Rationale**

Teachers need more knowledge of ESE/ELL strategies.

### Action Step 1 5

Soar to Success Training for teachers of ESE students and students who may be 1 or 2 years behind in performance

**Person Responsible**

Julie Jones

**Schedule**

On 9/30/2015

***Evidence of Completion***

Professional Development Attendance sheet

## Action Step 2 5

FDLRS Training - Planning with ESE in Mind

**Person Responsible**

Aida Gonzalez

**Schedule**

***Evidence of Completion***

Professional Development Attendance Sheet

## Action Step 3 5

On-going Professional Development in ELL strategies

**Person Responsible**

Julie Jones

**Schedule**

Monthly, from 8/17/2015 to 5/31/2016

***Evidence of Completion***

Attendance Sheets

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

Professional Development Schedule

**Person Responsible**

Julie Jones

**Schedule**

Monthly, from 8/17/2015 to 5/31/2016

***Evidence of Completion***

Professional development attendance sheets

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

Administrative walkthroughs of classrooms, Monitoring of Lesson plans

**Person Responsible**

**Schedule**

Monthly, from 8/17/2015 to 5/31/2016

***Evidence of Completion***

iObservation, Specific strategies noted in lesson plans, differentiated instruction in classroom

**G2.B1.S2** Utilizing "Backward Design" planning to support ESE/ELL students. 4

S202232

**Strategy Rationale**

Determining the individual needs and end learning goals creates a more purposeful plan for instruction.

## Action Step 1 5

Professional development/on-going support on Backward Design

**Person Responsible**

Julie Jones

**Schedule**

Monthly, from 8/17/2015 to 5/31/2016

***Evidence of Completion***

Attendance sheets

## Action Step 2 5

Schedule collaboration sessions between ELL/ESE teachers and classroom teachers

**Person Responsible**

Julie Jones

**Schedule**

Quarterly, from 8/17/2015 to 5/31/2016

***Evidence of Completion***

ESE/ELL PLC meeting notes

## Action Step 3 5

Teachers will create a backward design plan showing goals, check-in points, and responsibilities for instruction.

**Person Responsible**

Julie Jones

**Schedule**

On 5/31/2016

***Evidence of Completion***

Backward design planning sheet

## Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Teachers will submit schedule of meetings, PLC notes, and planning

**Person Responsible**

Julie Jones

**Schedule**

Quarterly, from 8/17/2015 to 5/31/2016

***Evidence of Completion***

ESE/ELL PLC Forms, Backward Design form

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Monitor student data from district assessments

**Person Responsible**

Malone Denise

**Schedule**

Monthly, from 8/17/2015 to 5/31/2016

***Evidence of Completion***

Student data from district assessments

**G3.** Lynch Elementary will close the Achievement Gap for African American learners and their non-black peers. 1

G073055

**G3.B1** Cultural competency in correlation with planning, instruction and data analysis. 2

B190764

**G3.B1.S1** Provide professional development on cultural competency to entire staff 4

S202233

**Strategy Rationale**

Teachers need to be aware of cultural differences in order to plan effectively to reach all learners.

**Action Step 1** 5

Provide Cultural Competency professional development to entire staff

**Person Responsible**

Julie Jones

**Schedule**

Quarterly, from 8/13/2015 to 4/29/2016

***Evidence of Completion***

Professional development attendance records

## Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Use lesson plans and walk thru tools to highlight different instructional strategies/lessons based on learning from professional development.

**Person Responsible**

Julie Jones

**Schedule**

Weekly, from 11/3/2014 to 5/18/2015

***Evidence of Completion***

PLC feedback with a focus on planning for differences

## Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

lesson plans and walk through data will reflect changes in practice based on professional development provided

**Person Responsible**

Julie Jones

**Schedule**

Weekly, from 11/3/2014 to 5/18/2015

***Evidence of Completion***

Lesson plans uploaded to server and response to walk through feedback given to teachers

**G3.B1.S2** Student data for each subgroup will be dis-aggregated during data discussions. 4

S202234

**Strategy Rationale**

Identifying the disparities in the achievement data is the first step in the problem solving process and will lead to potential solutions or changes in instructional practices.

**Action Step 1** 5

Leadership groups will be asked to dis-aggregate data for subgroups when having data discussions

**Person Responsible**

Johnnie Crawford III

**Schedule**

Monthly, from 11/3/2014 to 5/11/2015

***Evidence of Completion***

Weekly PLC notes and SBLT minutes

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

Minutes for PLC meetings that attend to student data and minutes from SBLT that relate to data in regards to reading, math and science

**Person Responsible**

Malone Denise

**Schedule**

Monthly, from 10/27/2014 to 5/11/2015

***Evidence of Completion***

Submission of minutes that reflect conversations and problem solving around sub-group performance

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

Gap between sub-groups will decrease across school year in relation to reading, science and math

**Person Responsible**

Malone Denise

**Schedule**

Quarterly, from 10/27/2014 to 5/11/2015

***Evidence of Completion***

PLC and SBLT minutes and common assessment data for reading, math and science

**G3.B2** Parental involvement, student motivation, teachers knowledge and skills (cultural proficiency) 2

B190765

**G3.B2.S1** Connect a caring adult to every identified student. 4

S202235

**Strategy Rationale**

Students with a strong support system experience higher achievement.

**Action Step 1** 5

Identify students in need of additional support

**Person Responsible**

Barbara Bitzer

**Schedule**

Monthly, from 8/13/2015 to 5/27/2016

***Evidence of Completion***

List of identified students

## Action Step 2 5

Match identified students with mentors

**Person Responsible**

Barbara Bitzer

**Schedule**

Monthly, from 9/1/2015 to 5/31/2016

***Evidence of Completion***

List of students and mentors

## Action Step 3 5

Students will meet with their mentors on an on-going basis.

**Person Responsible**

Barbara Bitzer

**Schedule**

Monthly, from 9/28/2015 to 5/31/2016

***Evidence of Completion***

## Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Survey to teachers for list of students who need that mentor, mentor list and monthly follow up by caring adult

**Person Responsible**

Malone Denise

**Schedule**

On 9/30/2015

***Evidence of Completion***

Survey results, list of students, and monthly follow up reports

## Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

All students are matched up with a mentor/caring adult

**Person Responsible**

Malone Denise

**Schedule**

Monthly, from 10/9/2015 to 5/20/2016

***Evidence of Completion***

Student progress in class provided by teachers

## Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

student and teacher survey

**Person Responsible**

Malone Denise

**Schedule**

Every 2 Months, from 11/6/2015 to 5/27/2016

***Evidence of Completion***

survey results on the effect of mentoring to students earlier identified

## **G4.** Lynch Elementary will increase their proficiency on statewide ELA assessments 1

G073056

### **G4.B1** Teacher knowledge of how actively engage students to push for rigor at all levels of achievement 2

B190766

#### **G4.B1.S1** Provide professional development on active engagement strategies. 4

S202236

**Strategy Rationale**

Teachers need additional professional development regarding active engagement.

**Action Step 1** 5

Professional development will be provided to staff

**Person Responsible**

Meghan Massie

**Schedule**

Semiannually, from 8/13/2015 to 5/31/2016

***Evidence of Completion***

Training attendance record

**Action Step 2** 5

Book study will be offered to staff.

**Person Responsible**

Julie Jones

**Schedule**

On 5/31/2016

***Evidence of Completion***

Book Study Attendance records

## Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administrative/ISM/IPI walk-throughs of classrooms

**Person Responsible**

Johnnie Crawford III

**Schedule**

Daily, from 9/8/2015 to 5/31/2016

***Evidence of Completion***

iObservation records, Student use of learning scales, lesson plans

## Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Analyze student ELA data

**Person Responsible**

Malone Denise

**Schedule**

On 5/31/2016

***Evidence of Completion***

Subject area district and state assessment data for ELA

**G4.B2** Teachers knowledge and skill set to differentiate instruction 2

B190767

**G4.B2.S1** Use data from formative assessments in reading to drive instruction and differentiate small groups and interventions 4

S202237

**Strategy Rationale**

Teachers need to utilize formative assessments to drive instruction in lieu of waiting for district assessments. This will give them more frequent temperature checks on how students are progressing toward the learning goal/standard.

**Action Step 1** 5

Provide professional development for utilizing formative assessments to track progress of benchmark learning as aligned to the Florida Standards and then using those formative assessments to plan for core instruction and differentiated instruction based on individual needs.

**Person Responsible**

Johnnie Crawford III

**Schedule**

Weekly, from 8/13/2015 to 5/31/2016

***Evidence of Completion***

PD sign-in sheets

**Action Step 2** 5

Provide classroom library/conferring training to all interested teachers with a focus on selecting just right books based on data and using conferring as formative assessments

**Person Responsible**

Julie Jones

**Schedule**

On 8/11/2015

***Evidence of Completion***

sign in sheet for PD

## Action Step 3 5

Utilize Title 1 Hourly Teachers to differentiate instruction and provide interventions for Tier 2 and Tier 3 students.

**Person Responsible**

Malone Denise

**Schedule**

Daily, from 8/24/2015 to 5/27/2016

***Evidence of Completion***

schedules of hourly teachers and attendance logs of students

## Action Step 4 5

Provide MTSS Coach

**Person Responsible**

Malone Denise

**Schedule**

Daily, from 8/13/2015 to 6/10/2016

***Evidence of Completion***

Management of Data

## Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

All PD will be calendared out for the school year and teachers will be requested to reflect using a protocol to ensure formative assessments are implemented into their classrooms and have an effect on student learning.

**Person Responsible**

Julie Jones

**Schedule**

Monthly, from 9/10/2015 to 5/27/2016

***Evidence of Completion***

PD Calendar, protocols collected with PLC forms, use of conferring with just right books (anecdotal)

### Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

All students will be appropriately placed in groups based on formative assessments

**Person Responsible**

Julie Jones

**Schedule**

Daily, from 9/7/2015 to 5/27/2016

***Evidence of Completion***

Walk thru feedback and lesson plans for small groups

## **G5.** Lynch Elementary will increase proficiency in math on district and state assessments 1

G073057

### **G5.B1** Knowing how to differentiate instruction based on formative assessments 2

B190769

#### **G5.B1.S1** Using data from formative assessments to create a detailed individual plan 4

S202238

**Strategy Rationale**

We want to ensure that teachers are provided resources and professional development to utilize all data at their fingertips between common assessments in order to differentiate their instruction and move all students.

### Action Step 1 5

Provide professional development for utilizing formative assessments to track progress of benchmark learning as aligned to the Florida Standards and then using those formative assessments to plan for core instruction and differentiated instruction based on individual needs.

**Person Responsible**

Johnnie Crawford III

**Schedule**

Monthly, from 8/13/2015 to 5/31/2016

***Evidence of Completion***

Professional Development sign-in sheets

## Action Step 2 5

Utilize Title 1 Hourly Teachers to differentiate instruction and provide interventions for Tier 2 and Tier 3 students.

**Person Responsible**

Malone Denise

**Schedule**

Daily, from 8/24/2015 to 5/27/2016

***Evidence of Completion***

Schedules of Hourly Teachers and attendance logs

## Action Step 3 5

Provide MTSS Coach

**Person Responsible**

Malone Denise

**Schedule**

Daily, from 8/13/2015 to 6/10/2016

***Evidence of Completion***

Management of data

## Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

All PD will be calendared out for the school year and teachers will be requested to reflect using a protocol to ensure formative assessments are implemented into their classrooms and have an effect on student learning.

**Person Responsible**

Julie Jones

**Schedule**

Monthly, from 8/13/2015 to 6/6/2016

***Evidence of Completion***

A completed calendar and follow through with surveys/reflection forms to ensure fidelity of training and implementation into classrooms. Weekly lesson plans and PLC feedback forms will be monitored along with feedback to teams and individual teachers with a focus on use of formative assessments and correlation of their plans of instruction and small group activities.

## Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Monitoring services of Tier 2 and Tier 3 through Title 1

**Person Responsible**

Malone Denise

**Schedule**

Weekly, from 8/13/2015 to 6/10/2016

***Evidence of Completion***

Tier 1, Tier 2, and Tier 3 progress monitor alignment with Title 1 schedules and data

## Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Analyze teacher and student data folders during walk thrus and observations

**Person Responsible**

Malone Denise

**Schedule**

Monthly, from 9/8/2015 to 6/6/2016

***Evidence of Completion***

Teacher data notebooks/ students data folders reflecting progress toward learning targets

**G5.B2** Using standards and data to drive instruction and time to plan accordingly 2

B190770

**G5.B2.S1** Data Chats in coordination with lesson study 4

S202239

**Strategy Rationale**

Accountability with data chats to bring data to the forefront of conversation but also aligning to submitted lesson plans helps bring the two together. It's not good enough to just know your data, but it has to drive your instruction and lesson planning is the vehicle for this.

**Action Step 1** 5

3 Data Chats along with Lesson Study PD to ensure teachers know how to use their data individually and as a team to then differentiate their lessons

**Person Responsible**

Johnnie Crawford III

**Schedule**

Semiannually, from 10/10/2014 to 3/27/2015

***Evidence of Completion***

Calendar and notes from data chats as well as Lesson Study reflection sheets

**Plan to Monitor Fidelity of Implementation of G5.B2.S1** 6

Monitoring services of Tier 2 and Tier 3 through Title 1

**Person Responsible**

Julie Jones

**Schedule**

Monthly, from 9/12/2014 to 3/20/2015

***Evidence of Completion***

Completion of data chats, review of lesson plans and participation of PD of lesson study with a protocol for reflection and change in practice

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1** 7

math common assessments and MFAS

**Person Responsible**

Malone Denise

**Schedule**

Quarterly, from 10/3/2014 to 4/3/2015

***Evidence of Completion***

Proficiency levels on math common assessments and Formative Assessments through CPalms

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

| 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 | Assess teachers understanding of the proper use of SLAGS to increase student engagement, rigor and science achievement. | Crawford III, Johnnie | 9/30/2015 | Survey Data | 9/30/2015 one-time |
| G1.B1.S2.A1 | Provide PD and information on how to conduct STEM CHALLENGES | Bigler, Jennifer | 10/1/2015 | PD sign in sheets and STEM Challenges calendered out | 4/29/2016 quarterly |
| G2.B1.S1.A1 | Soar to Success Training for teachers of ESE students and students who may be 1 or 2 years behind in performance | Jones, Julie | 9/1/2015 | Professional Development Attendance sheet | 9/30/2015 one-time |
| G2.B1.S2.A1 | Professional development/on-going support on Backward Design | Jones, Julie | 8/17/2015 | Attendance sheets | 5/31/2016 monthly |
| G3.B1.S1.A1 | Provide Cultural Competency professional development to entire staff | Jones, Julie | 8/13/2015 | Professional development attendance records | 4/29/2016 quarterly |
| G3.B1.S2.A1 | Leadership groups will be asked to dis-aggregate data for subgroups when having data discussions | Crawford III, Johnnie | 11/3/2014 | Weekly PLC notes and SBLT minutes | 5/11/2015 monthly |
| G3.B2.S1.A1 | Identify students in need of additional support | Bitzer, Barbara | 8/13/2015 | List of identified students | 5/27/2016 monthly |
| G4.B1.S1.A1 | Professional development will be provided to staff | Massie, Meghan | 8/13/2015 | Training attendance record | 5/31/2016 semiannually |
| G4.B2.S1.A1 | Provide professional development for utilizing formative assessments to track progress of benchmark learning as aligned to the Florida Standards and then using those formative assessments to plan for core instruction and differentiated instruction based on individual needs. | Crawford III, Johnnie | 8/13/2015 | PD sign-in sheets | 5/31/2016 weekly |
| G5.B1.S1.A1 | Provide professional development for utilizing formative assessments to track progress of benchmark learning as aligned to the Florida Standards and then using those formative assessments to plan for core | Crawford III, Johnnie | 8/13/2015 | Professional Development sign-in sheets | 5/31/2016 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| | instruction and differentiated instruction based on individual needs. | | | | |
| G5.B2.S1.A1 | 3 Data Chats along with Lesson Study PD to ensure teachers know how to use their data individually and as a team to then differentiate their lessons | Crawford III, Johnnie | 10/10/2014 | Calendar and notes from data chats as well as Lesson Study reflection sheets | 3/27/2015 semiannually |
| G1.B1.S1.A2 | Provide Professional Development based on the results of the survey data | Jones, Julie | 10/1/2015 | PD calendared and sign in sheets/ agenda | 10/1/2015 one-time |
| G2.B1.S1.A2 | FDLRS Training - Planning with ESE in Mind | Gonzalez, Aida | 10/30/2015 | Professional Development Attendance Sheet | one-time |
| G2.B1.S2.A2 | Schedule collaboration sessions between ELL/ESE teachers and classroom teachers | Jones, Julie | 8/17/2015 | ESE/ELL PLC meeting notes | 5/31/2016 quarterly |
| G3.B2.S1.A2 | Match identified students with mentors | Bitzer, Barbara | 9/1/2015 | List of students and mentors | 5/31/2016 monthly |
| G4.B1.S1.A2 | Book study will be offered to staff. | Jones, Julie | 9/1/2015 | Book Study Attendance records | 5/31/2016 one-time |
| G4.B2.S1.A2 | Provide classroom library/conferring training to all interested teachers with a focus on selecting just right books based on data and using conferring as formative assessments | Jones, Julie | 8/11/2015 | sign in sheet for PD | 8/11/2015 one-time |
| G5.B1.S1.A2 | Utilize Title 1 Hourly Teachers to differentiate instruction and provide interventions for Tier 2 and Tier 3 students. | Denise, Malone | 8/24/2015 | Schedules of Hourly Teachers and attendance logs | 5/27/2016 daily |
| G2.B1.S1.A3 | On-going Professional Development in ELL strategies | Jones, Julie | 8/17/2015 | Attendance Sheets | 5/31/2016 monthly |
| G2.B1.S2.A3 | Teachers will create a backward design plan showing goals, check-in points, and responsibilities for instruction. | Jones, Julie | 8/31/2015 | Backward design planning sheet | 5/31/2016 one-time |
| G3.B2.S1.A3 | Students will meet with their mentors on an on-going basis. | Bitzer, Barbara | 9/28/2015 | | 5/31/2016 monthly |
| G4.B2.S1.A3 | Utilize Title 1 Hourly Teachers to differentiate instruction and provide interventions for Tier 2 and Tier 3 students. | Denise, Malone | 8/24/2015 | schedules of hourly teachers and attendance logs of students | 5/27/2016 daily |
| G5.B1.S1.A3 | Provide MTSS Coach | Denise, Malone | 8/13/2015 | Management of data | 6/10/2016 daily |
| G4.B2.S1.A4 | Provide MTSS Coach | Denise, Malone | 8/13/2015 | Management of Data | 6/10/2016 daily |
| G1.MA1 | Monitor student science scores on district assessments | Denise, Malone | 9/30/2015 | District science assessment scores | 4/29/2016 monthly |
| G1.B1.S1.MA1 | Proficiency on district common assessments in science for 2 cycles | Denise, Malone | 10/30/2015 | Common Assessment scores | 4/28/2016 quarterly |
| G1.B1.S1.MA1 | Leadership Team Walk throughs in grades 3-5 with eyes on SLAGS | Crawford III, Johnnie | 9/30/2015 | debriefing and notes from walk throughs | 4/29/2016 weekly |
| G1.B1.S2.MA1 | Analyze student scores on district Math and Science assessments | Denise, Malone | 10/1/2015 | Student assessment scores | 4/29/2016 quarterly |
| G1.B1.S2.MA1 | Leadership Team will conduct walk throughs during STEM challenges. | Jones, Julie | 10/1/2015 | Pictures, walk through data | 4/29/2016 quarterly |
| G2.MA1 | Analyze district assessment data for ELL/ESE students | Denise, Malone | 9/1/2015 | Student data | 5/31/2016 monthly |
| G2.B1.S1.MA1 | Administrative walkthroughs of classrooms, Monitoring of Lesson plans | | 8/17/2015 | iObservation, Specific strategies noted in lesson plans, differentiated instruction in classroom | 5/31/2016 monthly |
| G2.B1.S1.MA1 | Professional Development Schedule | Jones, Julie | 8/17/2015 | Professional development attendance sheets | 5/31/2016 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| G2.B1.S2.MA1 | Monitor student data from district assessments | Denise, Malone | 8/17/2015 | Student data from district assessments | 5/31/2016 monthly |
| G2.B1.S2.MA1 | Teachers will submit schedule of meetings, PLC notes, and planning | Jones, Julie | 8/17/2015 | ESE/ELL PLC Forms, Backward Design form | 5/31/2016 quarterly |
| G3.MA1 | Dis-aggregated data for all subgroups targeted in comparison to whole school data for different content areas | Denise, Malone | 9/1/2015 | SBLT and PLC minutes of problem solving model used for dis-aggregated data for different subgroups in reading, math and science on district provided assessments | 5/31/2016 monthly |
| G3.B1.S1.MA1 | lesson plans and walk through data will reflect changes in practice based on professional development provided | Jones, Julie | 11/3/2014 | Lesson plans uploaded to server and response to walk through feedback given to teachers | 5/18/2015 weekly |
| G3.B1.S1.MA1 | Use lesson plans and walk thru tools to highlight different instructional strategies/lessons based on learning from professional development. | Jones, Julie | 11/3/2014 | PLC feedback with a focus on planning for differences | 5/18/2015 weekly |
| G3.B2.S1.MA1 | All students are matched up with a mentor/caring adult | Denise, Malone | 10/9/2015 | Student progress in class provided by teachers | 5/20/2016 monthly |
| G3.B2.S1.MA3 | student and teacher survey | Denise, Malone | 11/6/2015 | survey results on the effect of mentoring to students earlier identified | 5/27/2016 every-2-months |
| G3.B2.S1.MA1 | Survey to teachers for list of students who need that mentor, mentor list and monthly follow up by caring adult | Denise, Malone | 9/30/2015 | Survey results, list of students, and monthly follow up reports | 9/30/2015 one-time |
| G3.B1.S2.MA1 | Gap between sub-groups will decrease across school year in relation to reading, science and math | Denise, Malone | 10/27/2014 | PLC and SBLT minutes and common assessment data for reading, math and science | 5/11/2015 quarterly |
| G3.B1.S2.MA1 | Minutes for PLC meetings that attend to student data and minutes from SBLT that relate to data in regards to reading, math and science | Denise, Malone | 10/27/2014 | Submission of minutes that reflect conversations and problem solving around sub-group performance | 5/11/2015 monthly |
| G4.MA1 | Administer district and state assessments | Jones, Julie | 8/24/2015 | Assessment results | 5/31/2016 one-time |
| G4.B1.S1.MA1 | Analyze student ELA data | Denise, Malone | 9/8/2015 | Subject area district and state assessment data for ELA | 5/31/2016 one-time |
| G4.B1.S1.MA1 | Administrative/ISM/IPI walk-throughs of classrooms | Crawford III, Johnnie | 9/8/2015 | iObservation records, Student use of learning scales, lesson plans | 5/31/2016 daily |
| G4.B2.S1.MA1 | All students will be appropriately placed in groups based on formative assessments | Jones, Julie | 9/7/2015 | Walk thru feedback and lesson plans for small groups | 5/27/2016 daily |
| G4.B2.S1.MA1 | All PD will be calendared out for the school year and teachers will be requested to reflect using a protocol to ensure formative assessments are implemented into their classrooms and have an effect on student learning. | Jones, Julie | 9/10/2015 | PD Calendar, protocols collected with PLC forms, use of conferring with just right books (anecdotal) | 5/27/2016 monthly |
| G5.MA1 | Analyze student data from ongoing assessments | Denise, Malone | 9/8/2015 | District and state assessment data | 5/31/2016 monthly |
| G5.B1.S1.MA1 | Analyze teacher and student data folders during walk thrus and observations | Denise, Malone | 9/8/2015 | Teacher data notebooks/ students data folders reflecting progress toward learning targets | 6/6/2016 monthly |
| G5.B1.S1.MA1 | All PD will be calendared out for the school year and teachers will be requested to reflect using a protocol to ensure formative assessments are implemented into their classrooms and have an effect on student learning. | Jones, Julie | 8/13/2015 | A completed calendar and follow through with surveys/reflection forms to ensure fidelity of training and implementation into classrooms. Weekly lesson plans and PLC feedback forms will be monitored along with feedback to teams and individual teachers with a focus on use of formative assessments and correlation of their plans of instruction and small group activities. | 6/6/2016 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| G5.B1.S1.MA3 | Monitoring services of Tier 2 and Tier 3 through Title 1 | Denise, Malone | 8/13/2015 | Tier 1, Tier 2, and Tier 3 progress monitor alignment with Title 1 schedules and data | 6/10/2016 weekly |
| G5.B2.S1.MA1 | math common assessments and MFAS | Denise, Malone | 10/3/2014 | Proficiency levels on math common assessments and Formative Assessments through CPalms | 4/3/2015 quarterly |
| G5.B2.S1.MA1 | Monitoring services of Tier 2 and Tier 3 through Title 1 | Jones, Julie | 9/12/2014 | Completion of data chats, review of lesson plans and participation of PD of lesson study with a protocol for reflection and change in practice | 3/20/2015 monthly |

## Appendix 2: Professional Development and Technical Assistance Outlines

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

# Professional Development Opportunities

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

## **G1.** Lynch Elementary will increase student achievement proficiency levels in science

### **G1.B1** Lack of instructional focus on science in grades k-4

#### **G1.B1.S1** Effective use of SLAGS in grades 3-5

**PD Opportunity 1**

Provide Professional Development based on the results of the survey data

**Facilitator**

District Just In Time Coach

**Participants**

k-5 instructional staff

**Schedule**

On 10/1/2015

#### **G1.B1.S2** School wide STEM challenges will be held throughout the year.

**PD Opportunity 1**

Provide PD and information on how to conduct STEM CHALLENGES

**Facilitator**

Jennifer Bigler

**Participants**

instructional staff k-5

**Schedule**

Quarterly, from 10/1/2015 to 4/29/2016

## **G2.** Lynch Elementary will close the achievement gap between ELL and ESE learners and their non-ELL and non-ESE peers

### **G2.B1** Teacher knowledge of how to plan and implement instruction that meets the needs of ELL and ESE students.

#### **G2.B1.S1** Professional development in ESE/ELL strategies.

**PD Opportunity 1**

Soar to Success Training for teachers of ESE students and students who may be 1 or 2 years behind in performance

**Facilitator**

Joe Gaymore, District Trainer

**Participants**

Teachers serving ESE students and students 1 or 2 years behind in performance based on district guidelines

**Schedule**

On 9/30/2015

**PD Opportunity 2**

FDLRS Training - Planning with ESE in Mind

**Facilitator**

FDLRS Trainer

**Participants**

All Instructional Staff

**Schedule**

**PD Opportunity 3**

On-going Professional Development in ELL strategies

**Facilitator**

Heidi Colbeck, ELL Lead teacher

**Participants**

All instructional staff

**Schedule**

Monthly, from 8/17/2015 to 5/31/2016

**G2.B1.S2** Utilizing "Backward Design" planning to support ESE/ELL students.

**PD Opportunity 1**

Professional development/on-going support on Backward Design

**Facilitator**

Julie Jones, Jennifer Bigler

**Participants**

All Staff

**Schedule**

Monthly, from 8/17/2015 to 5/31/2016

**G3.** Lynch Elementary will close the Achievement Gap for African American learners and their non-black peers.

**G3.B1** Cultural competency in correlation with planning, instruction and data analysis.

**G3.B1.S1** Provide professional development on cultural competency to entire staff

**PD Opportunity 1**

Provide Cultural Competency professional development to entire staff

**Facilitator**

District Trainer (TBD)

**Participants**

Whole staff

**Schedule**

Quarterly, from 8/13/2015 to 4/29/2016

**G4.** Lynch Elementary will increase their proficiency on statewide ELA assessments

**G4.B1** Teacher knowledge of how actively engage students to push for rigor at all levels of achievement

**G4.B1.S1** Provide professional development on active engagement strategies.

**PD Opportunity 1**

Professional development will be provided to staff

**Facilitator**

Meghan Massie

**Participants**

All Staff

**Schedule**

Semiannually, from 8/13/2015 to 5/31/2016

**PD Opportunity 2**

Book study will be offered to staff.

**Facilitator**

Julie Jones

**Participants**

Interested staff

**Schedule**

On 5/31/2016

**G4.B2** Teachers knowledge and skill set to differentiate instruction

**G4.B2.S1** Use data from formative assessments in reading to drive instruction and differentiate small groups and interventions

**PD Opportunity 1**

Provide professional development for utilizing formative assessments to track progress of benchmark learning as aligned to the Florida Standards and then using those formative assessments to plan for core instruction and differentiated instruction based on individual needs.

**Facilitator**

Leadership/teachers

**Participants**

all instructional staff

**Schedule**

Weekly, from 8/13/2015 to 5/31/2016

**PD Opportunity 2**

Provide classroom library/conferring training to all interested teachers with a focus on selecting just right books based on data and using conferring as formative assessments

**Facilitator**

Julie Jones

**Participants**

k-5 instructional staff

**Schedule**

On 8/11/2015

## **G5.** Lynch Elementary will increase proficiency in math on district and state assessments

### **G5.B1** Knowing how to differentiate instruction based on formative assessments

#### **G5.B1.S1** Using data from formative assessments to create a detailed individual plan

**PD Opportunity 1**

Provide professional development for utilizing formative assessments to track progress of benchmark learning as aligned to the Florida Standards and then using those formative assessments to plan for core instruction and differentiated instruction based on individual needs.

**Facilitator**

Administration/Teachers

**Participants**

All instructional teachers

**Schedule**

Monthly, from 8/13/2015 to 5/31/2016

### **G5.B2** Using standards and data to drive instruction and time to plan accordingly

#### **G5.B2.S1** Data Chats in coordination with lesson study

**PD Opportunity 1**

3 Data Chats along with Lesson Study PD to ensure teachers know how to use their data individually and as a team to then differentiate their lessons

**Facilitator**

LLCadre

**Participants**

all instructional staff

**Schedule**

Semiannually, from 10/10/2014 to 3/27/2015

## Technical Assistance Items

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

## Budget

### Budget Data

| | | | | | | |
|---|---|---|---|---|---|---|
| **1** | **G1.B1.S1.A1** | **Assess teachers understanding of the proper use of SLAGS to increase student engagement, rigor and science achievement.** | | | | **$0.00** |
| **2** | **G1.B1.S1.A2** | **Provide Professional Development based on the results of the survey data** | | | | **$0.00** |
| **3** | **G1.B1.S2.A1** | **Provide PD and information on how to conduct STEM CHALLENGES** | | | | **$500.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 1421 - Lynch Elementary School | Title I Part A | | $500.00 |
| | | | *Notes: Materials for STEM Challenges* | | | |
| **4** | **G2.B1.S1.A1** | **Soar to Success Training for teachers of ESE students and students who may be 1 or 2 years behind in performance** | | | | **$0.00** |
| **5** | **G2.B1.S1.A2** | **FDLRS Training - Planning with ESE in Mind** | | | | **$0.00** |
| **6** | **G2.B1.S1.A3** | **On-going Professional Development in ELL strategies** | | | | **$0.00** |
| **7** | **G2.B1.S2.A1** | **Professional development/on-going support on Backward Design** | | | | **$0.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 1421 - Lynch Elementary School | Title I Part A | | $0.00 |
| | | | *Notes: Notes* | | | |
| **8** | **G2.B1.S2.A2** | **Schedule collaboration sessions between ELL/ESE teachers and classroom teachers** | | | | **$0.00** |
| **9** | **G2.B1.S2.A3** | **Teachers will create a backward design plan showing goals, check-in points, and responsibilities for instruction.** | | | | **$0.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 1421 - Lynch Elementary School | Title I Part A | | $0.00 |
| | | | *Notes: Notes* | | | |
| **10** | **G3.B1.S1.A1** | **Provide Cultural Competency professional development to entire staff** | | | | **$0.00** |
| **11** | **G3.B1.S2.A1** | **Leadership groups will be asked to dis-aggregate data for subgroups when having data discussions** | | | | **$0.00** |
| **12** | **G3.B2.S1.A1** | **Identify students in need of additional support** | | | | **$9,000.00** |

## Budget Data

| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
|---|---|---|---|---|---|---|
| | | | 1421 - Lynch Elementary School | Title I Part A | | $5,000.00 |
| | | | *Notes: Classroom Instructional Materials to support different needs of students* | | | |
| | | | 1421 - Lynch Elementary School | Title I Part A | | $4,000.00 |
| | | | *Notes: Kindles to support Interventions* | | | |
| **13** | **G3.B2.S1.A2** | **Match identified students with mentors** | | | | **$0.00** |
| **14** | **G3.B2.S1.A3** | **Students will meet with their mentors on an on-going basis.** | | | | **$0.00** |
| **15** | **G4.B1.S1.A1** | **Professional development will be provided to staff** | | | | **$0.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 1421 - Lynch Elementary School | Title I Part A | | $0.00 |
| | | | *Notes: Notes* | | | |
| **16** | **G4.B1.S1.A2** | **Book study will be offered to staff.** | | | | **$2,000.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 1421 - Lynch Elementary School | | | $2,000.00 |
| | | | *Notes: Books for Book Study* | | | |
| **17** | **G4.B2.S1.A1** | **Provide professional development for utilizing formative assessments to track progress of benchmark learning as aligned to the Florida Standards and then using those formative assessments to plan for core instruction and differentiated instruction based on individual needs.** | | | | **$0.00** |
| **18** | **G4.B2.S1.A2** | **Provide classroom library/conferring training to all interested teachers with a focus on selecting just right books based on data and using conferring as formative assessments** | | | | **$0.00** |
| **19** | **G4.B2.S1.A3** | **Utilize Title 1 Hourly Teachers to differentiate instruction and provide interventions for Tier 2 and Tier 3 students.** | | | | **$0.00** |
| **20** | **G4.B2.S1.A4** | **Provide MTSS Coach** | | | | **$0.00** |
| **21** | **G5.B1.S1.A1** | **Provide professional development for utilizing formative assessments to track progress of benchmark learning as aligned to the Florida Standards and then using those formative assessments to plan for core instruction and differentiated instruction based on individual needs.** | | | | **$4,000.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 1421 - Lynch Elementary School | Other | | $0.00 |

## Budget Data

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | *Notes: District Funded* | | | |
| | | | 1421 - Lynch Elementary School | Title I Part A | | $2,000.00 |
| | | | *Notes: Stipends will be paid for Math Professional Development and Lesson Development.* | | | |
| | | | 1421 - Lynch Elementary School | Title I Part A | | $2,000.00 |
| | | | *Notes: Stipends will be paid for Reading Professional Development and Lesson Development.* | | | |
| **22** | **G5.B1.S1.A2** | **Utilize Title 1 Hourly Teachers to differentiate instruction and provide interventions for Tier 2 and Tier 3 students.** | | | | **$110,911.06** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 1421 - Lynch Elementary School | | | $1,000.00 |
| | | | *Notes: Printing Cost for Progress Monitoring* | | | |
| | | | 1421 - Lynch Elementary School | Title I Part A | | $109,911.06 |
| | | | *Notes: Hourly Teacher Salaries* | | | |
| **23** | **G5.B1.S1.A3** | **Provide MTSS Coach** | | | | **$83,110.35** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 1421 - Lynch Elementary School | Title I Part A | | $83,110.35 |
| | | | *Notes: Notes* | | | |
| **24** | **G5.B2.S1.A1** | **3 Data Chats along with Lesson Study PD to ensure teachers know how to use their data individually and as a team to then differentiate their lessons** | | | | **$4,565.25** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 1421 - Lynch Elementary School | Title I Part A | | $4,565.25 |
| | | | *Notes: Substitutes for teachers* | | | |
| | | | | | **Total:** | **$214,086.66** |