

Pinellas County Schools

Lynch Elementary School



2021-22 Schoolwide Improvement Plan

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Lynch Elementary School

1901 71ST AVE N, St Petersburg, FL 33702

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

Demographics

Principal: Brandie Williams Macon

Start Date for this Principal: 7/14/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: C (49%) 2016-17: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">39%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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SIP Authority

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We will 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 Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Williams-Macon, Brandie	Principal	Performs responsible administrative and supervisory work in the area of instruction, personnel, curriculum, safety, budget, purchasing, public relations, plant operations, food service, and transportation. Responsible for the total operational management of the school.
Jones, Julie	Assistant Principal	The Assistant Principal serves as liaison between principal and other school personnel. This administrator assumes any duties assigned by the Principal and is fully responsible for the school program in the absence of the Principal.
Macking, Erin	Instructional Coach	To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.
Wilcox, Sarah	Teacher, K-12	Instructional classroom teacher with the responsibility for guiding and directing the learning experiences of students.
Flint, Karen	Teacher, K-12	Instructional classroom teacher with the responsibility for guiding and directing the learning experiences of students.
Jackson, Janet	Teacher, K-12	Instructional classroom teacher with the responsibility for guiding and directing the learning experiences of students.
Kravitz, Deborah	Teacher, K-12	Instructional classroom teacher with the responsibility for guiding and directing the learning experiences of students.
Malone, Suzanne	Teacher, K-12	Instructional classroom teacher with the responsibility for guiding and directing the learning experiences of students.
Gonzalez-Roberts, Kerri	Teacher, K-12	Instructional classroom teacher with the responsibility for guiding and directing the learning experiences of students.
Quinlivan, Kristina	Teacher, K-12	Instructional classroom teacher with the responsibility for guiding and directing the learning experiences of students.
Ellwood, Katelyn	Attendance/Social Work	Provides a specialized service for helping students in an adjustment which enhances learning and participation in school. Responsibilities include helping students through casework, group work or consultation, either on a long or short-term basis, involving contacts with the child and/or parent, school personnel and community resource.

Demographic Information

Principal start date

Wednesday 7/14/2021, Brandie Williams Macon

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

528

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	54	78	75	80	77	85	0	0	0	0	0	0	0	449
Attendance below 90 percent	1	18	23	16	22	21	0	0	0	0	0	0	0	101
One or more suspensions	1	0	0	2	1	1	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	1	3	1	2	4	2	0	0	0	0	0	0	0	13
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The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retained Students: Current Year	1	2	2	4	0	0	0	0	0	0	0	0	0	9
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Date this data was collected or last updated

Friday 7/9/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Number of students enrolled	34	86	90	77	87	79	0	0	0	0	0	0	0	453
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Attendance below 90 percent	0	34	34	20	30	26	0	0	0	0	0	0	0	144
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One or more suspensions	0	2	0	1	1	0	0	0	0	0	0	0	0	4
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Course failure in ELA	0	0	0	1	1	8	0	0	0	0	0	0	0	10
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Course failure in Math	0	0	0	1	1	8	0	0	0	0	0	0	0	10
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Level 1 on 2019 statewide ELA assessment	0	0	0	1	8	16	0	0	0	0	0	0	0	25
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Level 1 on 2019 statewide Math assessment	0	0	0	1	19	20	0	0	0	0	0	0	0	40
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The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	0	0	1	0	1	16	0	0	0	0	0	0	0	18
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The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retained Students: Current Year	0	2	0	1	0	0	0	0	0	0	0	0	0	3
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	34	86	90	77	87	79	0	0	0	0	0	0	0	453
Attendance below 90 percent	0	34	34	20	30	26	0	0	0	0	0	0	0	144
One or more suspensions	0	2	0	1	1	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	1	1	8	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	1	1	8	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	1	8	16	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide Math assessment	0	0	0	1	19	20	0	0	0	0	0	0	0	40

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	0	1	16	0	0	0	0	0	0	0	18

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				52%	54%	57%	51%	50%	56%
ELA Learning Gains				57%	59%	58%	48%	47%	55%
ELA Lowest 25th Percentile				56%	54%	53%	41%	40%	48%
Math Achievement				58%	61%	63%	49%	61%	62%
Math Learning Gains				69%	61%	62%	53%	56%	59%
Math Lowest 25th Percentile				58%	48%	51%	29%	42%	47%
Science Achievement				54%	53%	53%	70%	57%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	53%	56%	-3%	58%	-5%
Cohort Comparison						
04	2021					
	2019	39%	56%	-17%	58%	-19%
Cohort Comparison		-53%				
05	2021					
	2019	58%	54%	4%	56%	2%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	59%	62%	-3%	62%	-3%
Cohort Comparison						
04	2021					
	2019	60%	64%	-4%	64%	-4%
Cohort Comparison		-59%				
05	2021					
	2019	54%	60%	-6%	60%	-6%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	53%	54%	-1%	53%	0%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Measures of Academic Progress (NWEA) was used in grades kindergarten through 5th.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59%	63%	66%
	Economically Disadvantaged	45%	33%	63%
	Students With Disabilities	70%	50%	62%
	English Language Learners	33%	25%	25%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	60%	68%	58%
	Economically Disadvantaged	65%	67%	54%
	Students With Disabilities	44%	67%	54%
	English Language Learners	66%	33%	25%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49%	51%	42%
	Economically Disadvantaged	47%	52%	39%
	Students With Disabilities	40%	60%	33%
	English Language Learners	50%	50%	33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	52%	49%	50%
	Economically Disadvantaged	51%	47%	44%
	Students With Disabilities	40%	40%	33%
	English Language Learners	50%	50%	50%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45%	49%	11%
	Economically Disadvantaged	47%	48%	14%
	Students With Disabilities	10%	50%	20%
	English Language Learners	33%	83%	100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37%	41%	43%
	Economically Disadvantaged	33%	39%	42%
	Students With Disabilities	22%	40%	64%
	English Language Learners	17%	33%	50%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37%	33%	33%
	Economically Disadvantaged	34%	25%	28%
	Students With Disabilities	17%	8%	38%
	English Language Learners	36%	27%	27%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26%	25%	30%
	Economically Disadvantaged	23%	21%	24%
	Students With Disabilities	0%	17%	15%
	English Language Learners	18%	18%	36%

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		39%	37%	33%
	Economically Disadvantaged		30%	32%	21%
	Students With Disabilities		50%	10%	25%
	English Language Learners		22%	25%	44%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		38%	40%	33%
	Economically Disadvantaged		30%	30%	22%
	Students With Disabilities		43%	20%	22%
	English Language Learners		22%	25%	33%
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		81%	92%	
	Economically Disadvantaged		74.5%	88%	
	Students With Disabilities		37.5%	66.7%	
	English Language Learners		80%	100%	
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19			55							
ELL	40	55		38	30		60				
BLK	26	38		40	36		43				
HSP	41			44							
MUL	55			60							
WHT	42	37		48	43		67				
FRL	32	31	36	43	31	27	50				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	46	64	42	59	83	46				
ELL	56	56		64	84						
ASN	75	40		92	100						

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	56	58		44	71	73	38				
HSP	36	47	46	51	68	62	29				
MUL	61	58		78	69						
WHT	54	62	65	59	66	48	59				
FRL	45	54	60	55	66	57	52				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	43	52	31	37	46	27	62				
ELL	29	25		29	23						
ASN	56	45		69	55						
BLK	41	42	18	33	42	30					
HSP	38	48		36	48		80				
MUL	63	40		65	64						
WHT	54	50	46	52	55	28	71				
FRL	49	42	33	45	52	25	64				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	345
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	48
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English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on MAP 2020-2021 data, proficiency levels across both English Language Arts and Mathematics seem highest in the primary grades and decrease into the intermediate grades. Subgroups tend to be small which causes percentages to be skewed positively or negatively.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on MAP data from 2020-2021 school year, both ELA and Mathematics demonstrate a need for improvement. All grade levels demonstrated growth that was stagnant, minimal increase, or decrease.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

New actions that will be taken to address this need for improvement include monitoring the learning environment with consistent informal observations and actionable feedback for both ELA and mathematics content areas to ensure standards-based grade level instruction is occurring daily in all classrooms. Adhering to the pacing guides to maintain curricular schedules of units. Enhancing students' vocabulary knowledge and building background knowledge. Tracking student data and helping students set actionable goals for improvement.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Science showed both the greatest proficiency as well as growth.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Intentional planning based on beginning and mid-year Science diagnostic assessments helped to determine scholars' prior knowledge and hone in on the skills/standards requiring remediation. Utilization and monitoring of science lab for all grades. Utilization and monitoring of science diagnostic provided by the district (3rd and 4th grade standards).

What strategies will need to be implemented in order to accelerate learning?

Data analysis to guide instruction and to provide scaffolding and supports for all scholars to meet and/or exceed grade level expectations. Grade level, standards-based instruction and delivery in all grades need to be monitored continuously throughout the year with actionable feedback and

instructional supports provided as needed. An ongoing progress monitoring system would support all teachers and ensure students are receiving a solid foundation to accelerate learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

ELA Champions and Administration provide school-wide PD throughout the year. Content specific coaches provide PD based on results from teacher needs survey on a monthly basis. Equity Champions and Administration will provide ongoing Culturally Relevant Teaching PD opportunities.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Build the capacity of grade level teachers. Grade level vertical articulation and collaboration embedded into teacher planning sessions will provide teachers with insight into standards progression and best practices for helping students master critical content. Continued PD provided on data analysis for the purpose of strategic grouping for corrective instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Our current level of performance is 38%, as evidenced through the Florida Standards Assessment results. We expect our performance level to be 50% in reading proficiency by May, 2022. The problem/gap is occurring because children are lacking the necessary skills to successfully master grade level concepts. If effective reading instruction and interventions would occur, the problem would be reduced by 12%.

Measurable Outcome: The percent of all students achieving English Language Arts proficiency will increase from 38% to 50%, as measured by Florida Standards Assessment. The percent of all students demonstrating a minimum of one year's worth of learning gains in reading proficiency will increase from 35% to 50%, as measured by the Florida Standards Assessment. The percent of L25 students achieving a learning gain will increase from 38% to 50%, as measured by the Florida Standards Assessment.

Monitoring: This area of focus will be monitored by administration in cooperation with the content specific coach. Cycle MAP and more frequent module assessment data will be monitored/analyzed through SBLT and grade level PLCs. Appropriate coaching along with actionable feedback with follow-up will be provided to identified instructional personnel as needed.

Person responsible for monitoring outcome: Brandie Williams-Macon (williams-maconb@pcsb.org)

Evidence-based Strategy: Facilitate ELA-focused, consistent and sustained professional development with a focus on standards-based instruction, target and task alignment, and the shifts (Regular practice with complex texts and academic language; Reading, writing, & speaking grounded in evidence from texts; Building knowledge through content-rich nonfiction).

Evidence-based Strategy: Strengthen staff ability to engage students in complex tasks. Enhance staff capacity to identify critical content from the Standards in alignment with district resources. Strengthen staff practice to utilize questions to help students elaborate on content. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Enhance staff capacity to support students through purposeful activation and transfer strategies.

With standards-based, data driven instruction, all students should be able to demonstrate at least one year's worth of learning within a school year.

Rationale for Evidence-based Strategy: Teachers will deliver instruction in both reading and writing designed according to research-based principles. For example, the teaching follows the "gradual release of responsibility" model of teaching. Within this model, there are five main methods of teaching: demonstration, guided practice, explicitly telling and showing an example, inquiry, and repertoire lessons. During instruction, the goal should be for all students – not some, not most, but all – to be attentive, listening and responding to instruction and engaged in literate behaviors (reading, writing, speaking, & listening).

Action Steps to Implement

School-Based Leadership Team will facilitate monthly Professional Learning Communities (PLCs) in grade level data analysis.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Administrators will conduct ongoing observational walkthroughs utilizing PCS' ELA guide sheet with targeted feedback and support based on the monthly professional development co-facilitated with ELA

Champions with a focus on the implementation of the five main methods of teaching: demonstration, guided practice, explicitly telling and showing an example, inquiry, and repertoire lessons.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Purposeful planning of differentiated grade level challenging tasks to be implemented that enhance the grade level standards.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

ELA Champions will implement the task calendar with grade level teachers in partnership with administrators. Administrators will participate in the ELA Champion training with the grade level designated champions.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

School-Based Leadership Team (SBLT) will monitor Tier 1 progress on MAP and IStation.

Person Responsible Julie Jones (jonesjuli@pcsb.org)

Facilitate ELA-focused, consistent and sustained professional development with a focus on standards-based instruction, target and task alignment, and the shifts (Regular practice with complex texts and academic language; Reading, writing, & speaking grounded in evidence from texts; Building knowledge through content-rich nonfiction).

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

School-based Leadership Team will assist in data analysis to ensure scholars requiring intensive interventions are identified and supported. Teachers and students will set class/individual goals based on data, create action plans, and track progress towards meeting goals.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Develop and strengthen teacher understanding of ELA standards, data and work within PLC's, collaborative planning, and data chats to analyze student work, review standards with which students who are struggling, and create corrective teaching plans to be used during core and intervention to help students master the standards.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Coaching cycles will be implemented for targeted teachers in both primary and intermediate. Administrators will participate in these cycles and co-plan with teachers based on the ELA Champion work each month.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Administrators will participate in the ELA Champion training with the grade level designated champions 3 times per year and partner to empower ELA champions/cohort teachers to develop as literacy leaders by co-planning and co-facilitating classroom visits utilizing district model classroom support documents. ELA Champions will implement the task calendar with grade level teachers in partnership with administrators.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Maintenance of a Makerspace area with standards-based challenges and activities.

Person Responsible Katherine Goodloe (goodloek@pcsb.org)

Collaborative Instruction of BEST Standards related to digital and information literacy;

Person Responsible Katherine Goodloe (goodloek@pcsb.org)

#2. Instructional Practice specifically relating to Math**Area of****Focus****Description and****Rationale:**

Our current level of performance is 47%, as evidenced in the Florida Standards Assessment. We expect our performance level to be 57% by May 2022.

Measurable Outcome:

The percent of all students achieving math proficiency will increase from 47% to 57%, as measured by Florida Standards Assessment. The percent of all students making a mathematics learning gain will increase from 37% to 50%, as measured by the Florida Standards Assessment. The percent of L25 students demonstrating a learning gain will increase from 31% to 50% as measured by the Florida Standards Assessment.

Monitoring:

This area of focus will be monitored by administration in cooperation with the content specific coach. Formal and informal assessment data will be monitored/analyzed through SBLT and grade level PLCs. Appropriate coaching and support will be provided to identified instructional personnel as needed.

Person responsible for monitoring outcome:

Erin Macking (mackinge@pcsb.org)

Evidence-based Strategy:

Enhance staff capacity to identify critical content from the standards in alignment with district resources. Strengthen staff ability to engage students in complex tasks and analyze data gathered from those tasks. Empower mathematics teacher leaders to create and sustain a culture of feedback and openness, including ongoing teacher to teacher feedback, learning walks, etc., utilizing the Coached Observation Protocol.

Rationale for Evidence-based Strategy:

Ensure that rigorous, student-centered instruction occurs daily through the exceptional use of Ready Classroom Mathematics, Dreambox learning, and Number Routines. Support this work through curriculum meetings, PLCs, ongoing observational feedback, and/or the use of classroom video. The continued implementation of Ready Classroom Mathematics core curriculum will require teachers to work collaboratively to ensure consistency school-wide. The Mathematics Leadership Team along with administrative support will continue to provide teacher feedback by instituting a Peer observation protocol to build and maintain instructional capacity.

Action Steps to Implement

Administrators and Teacher Leaders will continue as partners in the implementation and support of teachers building capacity and efficacy as well as engaging teachers in various problem-solving strategies.

Person Responsible

Erin Macking (mackinge@pcsb.org)

School-based Leadership Team will assist in data analysis to ensure scholars requiring intensive interventions are identified and supported. Teachers and students will set class/individual goals based on data, create action plans, and track progress towards meeting goals.

Person Responsible

Erin Macking (mackinge@pcsb.org)

Purposeful planning of differentiated levels of challenging tasks for all students for the purpose of enhancing the grade level standards.

Person Responsible

Erin Macking (mackinge@pcsb.org)

SBLT and teachers will monitor the progress of students through the use of formative assessments, unit assessment data, DreamBox data, and MAP data and teachers will participate in data checks every six weeks with the administration to review standards' mastery and determine the next steps for instruction.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Provide professional development to assist teachers with the alignment of instruction to cognitive complexity and the level of rigor of each standard.

Person Responsible Erin Macking (mackinge@pcsb.org)

Administration and Coach will provide ongoing feedback as it relates to the implementation of standards-based lesson plans, collaborative planning, and progress monitoring.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Teachers will monitor the progress of students through the use of formative assessments, unit assessment data, DreamBox data, and MAP data and participate in data checks every six weeks with administration to review standards' mastery and determine next steps for instruction.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Maintenance of a Makerspace area with standards-based challenges and activities.

Person Responsible Katherine Goodloe (goodloek@pcsb.org)

Collaborative Instruction of BEST Standards related to mathematics instruction;

Person Responsible Katherine Goodloe (goodloek@pcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Our current level of performance is 55%, an increase from 53% (2019), as evidenced by SSA. We expect our performance level to be 65% by the end of the 2020 school year. The problem/gap is occurring because of the pacing of content to be taught in a timely manner and development of science vocabulary. If pacing is consistent school-wide and vocabulary is deepened at all grade levels, the problem would be reduced by 10%.

Measurable Outcome: The percent of all students achieving science proficiency will increase from 55% to 65%, as measured by SSA.

Monitoring: Develop, implement and monitor a data-driven 5th grade standards review plan using the 3rd and 4th Grade Fall Diagnostic Assessment and revise after data analysis of the Spring Mock SSA.

Person responsible for monitoring outcome: Brandie Williams-Macon (williams-maconb@pcsb.org)

Evidence-based Strategy: Effectively plan for units that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core, 20% confirming the learning) and include appropriate grade level utilization of science labs in alignment to the 1st-5th grade standards.

Rationale for Evidence-based Strategy: Student performance has increased by 2% as evidenced by SSA results. New staff members have been brought in and require training in standards and data analysis to inform instruction.

Action Steps to Implement

Create a matrix for teachers that identifies which science standards are taught within each unit and provide Support classroom teachers in planning how science investigations (“science projects”) will be addressed at each grade level through conversations during PLCs and planning sessions. Utilize district-created pacing calendar for science projects as support and schedule a school-based science showcase to celebrate student work.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Support and utilize formal and informal assessment strategies that inform instruction. Identify proficiency levels and implement instructional strategies to increase conceptual development of key content.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Support the 5E instructional model through identification and understanding of each component [Engage, Explore, Explain, Elaborate, Evaluate] as identified in each elementary science unit grades 1- 5.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Utilize systemic documents to effectively plan for science units that incorporate the 3-I instructional routine (Ignite-Investigate-Inform Instruction).

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Facilitate science professional development through monthly curriculum meetings and weekly PLCs. Grow teacher leaders in science.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Maintenance of a Makerspace area with standards-based challenges and activities.

Person Responsible Katherine Goodloe (goodloek@pcsb.org)

Collaborative Instruction of BEST Standards related to conducting science research and instruction;

Person Responsible Katherine Goodloe (goodloek@pcsb.org)

#4. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale:

Our current level of performance is 26% of our African American students scored a level 3 or higher on English Language Arts and 40% of our African American students scored a level 3 or higher on mathematics, as evidenced in the Florida Standards Assessment. The problem/gap is occurring because lack of culturally relevant teachings strategies and corrective instruction are being implemented. If effective intensive interventions would occur, the problem would be reduced by 24% and 10% respectively.

Establish and maintain a positive school climate and culture that includes all stakeholders.

The percent of black students demonstrating proficiency in English Language Arts will increase from 26% of students scoring level 3 or higher to 50% proficient, as measured by the Florida Standards Assessment. The percent of black students demonstrating proficiency in Mathematics will increase from 40% of students scoring level 3 or higher to 50% proficient, as measured by the Florida Standards Assessment.

Measurable Outcome:

The number of all referrals received by students will decrease from 134 (44 students) referrals to 108 (20% decrease) referrals as measured by school-wide discipline data. At the end of the 20-21 school year, our risk ratio for Black/African American students for Office Discipline Referral(ODR) was 7.5% as evidenced by the School Profile Dashboard. The gap is occurring because of inconsistency in the understanding and implementation of behavioral expectations.

Monitoring:

This area of focus will be monitored by School Based Leadership Team and grade level Professional Learning Communities on a monthly basis.

Person responsible for monitoring outcome:

Brandie Williams-Macon (williams-maconb@pcsb.org)

Evidence-based Strategy:

A school-wide commitment to restorative practices, including deliberate strategies to build classroom relationships and community. A school-wide commitment to PBIS training and implementation for fair and equitable disciplinary practices for all. Utilization of a personalized learning plan that connects key skills and standards to best meet the needs of individual students grades 3 through 5. A school-wide commitment to culturally relevant curriculum, materials, and training in support of rigorous, engaging instruction in all classrooms to include cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback, and deliberate use of cultural references in lesson plans. A targeted plan to empower families to better understand their child's academic data, strengths and weaknesses, and the resources available to improve learning in school, after school, and at home.

Rationale for Evidence-based Strategy:

Support the development and/implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to process and procedures. By providing rigorous and engaging instruction through culturally relevant teaching strategies and curriculum, we will increase the academic outcomes of Black students. By implementing Restorative Practices, we will decrease the amount of time Black students are out of the classroom for discipline incidents by building positive relationships, thereby increasing the amount of instructional time received.

Strengthen the implementation of research-based strategies (Positive Behavior

Interventions and Supports, Restorative Practices and Social Emotional Learning) that communicate high expectations for each student.

Action Steps to Implement

Provide schoolwide training on PBIS for Tier 1 behaviors during preschool. Be aware of/note early identification of students demonstrating difficulty meeting core behavior expectations.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Collaboratively with administration, Equity Champions, Restorative Practices trainer, and AVID Culturally Relevant Teaching trained staff will provide monthly professional development to increase strategies available to staff for use on campus.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Classroom teachers will implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans with ongoing feedback from Administration.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Classroom teachers will implement morning meetings school-wide to set expectations and build community

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Administration will develop a timeline to provide ongoing feedback on classroom learning environments relative to Equity [6M's (movement, mouth, meaning, monitoring with feedback, music, & models), Restorative Practices, AVID Culturally Relevant Teaching, etc.].

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Equity Champions/Administration will provide opportunities to share best practices school-wide to increase positive school culture.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Identify areas of pedagogical strengths/weaknesses and provide professional development including Restorative Practices, Equity with Excellence, AVID Culturally Relevant Teaching, etc.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Classroom teachers will utilize student data tracking folders for goal setting and action planning for each student. Grade levels will host family nights that focus on strategies families can use to help scholars academically and behaviorally. The school will also hold two conference nights to share this data with families individually.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Administration will provide 3-hour Equity with Excellence professional development component to instructional/support staff during pre-school.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Collaborating with PPLC to connect community resources with students and families.

Person Responsible Katherine Goodloe (goodloek@pcsb.org)

Curate diverse collection of library resources for students and staff (Collection Development Plan);

Person Responsible Katherine Goodloe (goodloek@pcsb.org)

#5. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Our current attendance rate is 80%. We expect our performance level to be 90% by May, 2021. The problem/gap in attendance is occurring due to lack of documented home/school communication immediately following an absence. If immediate communication after an absence would occur, the problem would be reduced by 10%.

Measurable Outcome: The percent of all students missing more than 10% of school will decrease from 31% to 21%, as measured by attendance data.

Monitoring: The Child Study Team(CST) will analyze and review data for the effective implementation of our strategies during the bi-weekly meetings.

Person responsible for monitoring outcome: Brandie Williams-Macon (williams-maconb@pcsb.org)

Evidence-based Strategy: Initial teacher communication after 3 absences including documentation. Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.

Rationale for Evidence-based Strategy: Students who feel safe at school want to attend school on a consistent basis. Students who attend school have a higher likelihood of positive academic outcomes.

Action Steps to Implement

Create a resource map for teachers of attendance resources, interventions, and incentives at our school to support increased attendance for each Tier.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of daily student attendance.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Review attendance taking process and school-wide strategies for positive attendance with all staff to ensure attendance is accurately recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Weekly administrative phone calls to all families with an emphasis on daily student attendance.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Monitor attendance data and effectiveness of school-wide attendance strategies on a bi-weekly basis during Child Study Team meetings.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Develop and implement attendance incentive programs and competitions.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Data collection and problem-solving process completed quarterly by the SBLT team facilitated by the social worker.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

#6. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: Our goal is to actively engage families in their child’s education to provide a positive a home-school connection and increase student achievement. This will be demonstrated through school-related events that bring families to the school and community as well as providing academic tools to all families in support of students' achievement at home.

Measurable Outcome: Our goal is to have family representation from at least 25% of our intended audience for all outside of the school day activities and 25% overall participation over the course of the school year which will result in increased academic proficiency - the percent of all students achieving proficiency in ELA and Math will increase to 50% and 57% respectively as measured by FSA.

Increasing of parental engagement as measured by data from parental sign in logs for family engagement nights.

Monitoring: This area of focus will be monitored through parent sign-in sheets from each activity.

Person responsible for monitoring outcome: Julie Jones (jonesjuli@pcsb.org)

Evidence-based Strategy: Effectively communicate with families about their students’ progress and school processes/ practices. Provide new academic tools to families in support of their students’ achievement at home. Purposefully involve families with opportunities for them to advocate for their students. Intentionally build positive relationships with families. Intentionally build positive relationships with families and community partners.

Rationale for Evidence-based Strategy: Families who feel connected to the school environment are more likely to become partners with the school in educating their children. Our goal is to purposefully involve families with opportunities to advocate for their students and be a part of the learning process and celebrate student academic success with school and community.

Action Steps to Implement

Administration will provide information through weekly phone calls to keep stakeholder groups abreast of school and community happenings.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Monthly newsletters for the purpose of informing parent community of school-wide events and increased attendance.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Facilitate parent/family meetings to communicate school and classroom processes and procedures to increase family engagement.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Provide parents/families the opportunity to attend workshops and training, join webinars and organizations(PTA) that promote parent advocacy. Invite all stakeholder groups to attend/participate in monthly SAC and PTA Meetings

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Increase school-wide volunteer opportunities to support academic and behavioral programs.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Ensure Parent-teacher conference opportunities per semester.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Include links to Library Media resources and events on school website.

Person Responsible Katherine Goodloe (goodloek@pcsb.org)

Include orientation to Library Media resources in parent meetings.

Person Responsible Katherine Goodloe (goodloek@pcsb.org)

#7. Culture & Environment specifically relating to Community Involvement

Area of Focus Description and Rationale: Our goal is to actively engage community members in our school community to bring about a partnership and provide a positive school-community connection. This will be demonstrated through school-related events that bring community members/business partners to the school.

Measurable Outcome: Our goal is to increase our community business partnerships that support our school by 25% over the course of the school year.

Monitoring: This area of focus will be monitored through parent sign-in sheets from each activity

Person responsible for monitoring outcome: Brandie Williams-Macon (williams-maconb@pcsb.org)

Evidence-based Strategy: Effectively communicate with community members who support our school and students about the school's progress and processes/practices. Purposefully involve community members with opportunities for them to advocate for our school. Intentionally build positive relationships with community members.

Rationale for Evidence-based Strategy: Community members who feel connected to the school environment are more likely to become partners with the school in educating the children of the community and providing both human and financial resources to the school community.

Action Steps to Implement

Invite and engage community members to Monthly School Advisory Council meetings for increased community membership and participation.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Focus on building school's volunteer/mentor program through community involvement.

Person Responsible [no one identified]

Build and maintain community partnerships with the following organizations: First Baptist Church, Fossil Recreation Center, Friends of Lynch Elementary, and the City of St. Petersburg.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Focus on building school's volunteer/mentor program through community involvement.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

#8. Other specifically relating to Healthy Schools

Area of Focus Description and Rationale:	Increase from a silver status (5 modules) recognition to gold status (6 modules) as measured by criteria Alliance for Healthier Generations' Healthy Schools Program framework.
Measurable Outcome:	Our school will be eligible for gold recognition by April 2022 as measured by the Alliance for a Healthier Generation's Healthy Schools Program Framework.
Monitoring:	This area of focus will be monitored by Principal and Cafeteria Manager to ensure that foods offered at school-sponsored events meet the Alliance for a Healthier Generation's Healthy Schools Program Framework to qualify for gold status recognition.
Person responsible for monitoring outcome:	Brandie Williams-Macon (williams-maconb@pcsb.org)
Evidence-based Strategy:	Ensure students receive a minimum of 150 minutes per week of physical education coursework to promote healthy eating and physical activities. Ensure students receive a minimum of 100 minutes per week of recess. Provide access to healthy foods and physical activity opportunities and to safe spaces, facilities, and equipment for healthy eating and physical activity.
Rationale for Evidence-based Strategy:	If our healthy school team monitors the implementation of administrative guidelines for wellness as identified through the Alliance for a Healthier Generation, the problem would be reduced by having a greater opportunity to be eligible for recognition. This will be supported by teachers infusing healthy habits into daily routines and curriculum for all students.

Action Steps to Implement

Maintain a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parents, and Students.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Attend district-supported professional development.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Complete and update the Healthy Schools Program Assessment as necessary.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Share monthly awareness tips with staff (emails, staff meetings, updates, etc.) to help increase healthy eating behaviors.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Ensure alignment of PBIS activities, PTA functions, classroom rewards systems, and cafeteria lunches and snacks with Healthy Schools gold level guidelines

Person Responsible Julie Jones (jonesjuli@pcsb.org)

Develop and implement Healthy School Program Action Plan.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Digital and physical resource instruction and professional development to support healthy schools initiative.

Person Responsible Katherine Goodloe (goodloek@pcsb.org)

#9. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Data indicates that of the total school population of 544, 41 of those students received a total of 134 discipline referrals. 16% of the students receiving referrals were Black while 84% were Non-Black. 40% of the referrals written were for Black students while 60% of the referrals were written for Non-black students There is a 7.5% referral risk ratio for Black students.

If Lynch creates a system of equitable practices that would build/increase culture among all students, discipline incidents would likely decrease. Additionally, if culturally relevant teaching strategies would be implemented daily school-wide, the problem would be reduced by half, as evidenced by a decrease in the number of reported behavior incidents. Creating ideal conditions for learning where students feel safe and supported and that their social and emotional needs are being met will increase academic and behavior outcomes.

Measurable Outcome: The number of students receiving referrals will decrease by 20% and be proportionate to the student population composition.

Monitoring: This area of focus will be monitored monthly through our SBLT and PBIS Teams.

Person responsible for monitoring outcome: Brandie Williams-Macon (williams-maconb@pcsb.org)

Evidence-based Strategy: Explicit teaching of expectations for academic and social behaviors will occur for all school settings. Strengthen the ability of all staff to establish and maintain positive relationships with all students. Strengthen the implementation of research-based practices that communicate high expectations for each student through PD, observation, and feedback. Support the implementation of engagement strategies that support the development of social and instructional teaching practices. Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

Rationale for Evidence-based Strategy: Providing Feedback and Celebrating Progress • Problem Behavior Definitions and policy/procedure for addressing are established and followed. Discipline Policies are proactive, instructive, and restorative approaches and are implemented consistently. Professional Development is written and used to orient all faculty and staff on SWPBIS plan. Classroom Procedures are implemented within classrooms and are consistent with school-wide systems. Feedback and Acknowledgement formal system is written, linked to expectations, and used across settings and within classrooms. Stakeholder Involvement. Data-based Decision Making using discipline data used for improvement. Fidelity Data and Annual Evaluation used to document fidelity and effectiveness.

Action Steps to Implement

Conduct school-wide learning walks utilizing the PBIS Walkthrough with Restorative Practices elements tool to monitor fidelity of implementation and provide support as needed. Review student and teacher data on weekly basis for trends and next steps. Update school-wide plan monthly. Update strategies for areas of improvement

Person Responsible Julie Jones (jonesjuli@pcsb.org)

#10. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:

Establish and maintain a positive school climate and culture that includes all stakeholders. Data indicates that of the total school population of 544, 41 of those students received a total of 134 discipline referrals. 16% of the students receiving referrals were Black while 84% were Non-Black. 40% of the referrals written were for Black students while 60% of the referrals were written for Non-black students. There is a 7.5% referral risk ratio for Black students. If Lynch creates a system of equitable practices that would build/increase culture among all students, discipline incidents would likely decrease. Additionally, if culturally relevant teaching strategies would be implemented daily school-wide, the problem would be reduced by half, as evidenced by a decrease in the number of reported behavior incidents. Creating ideal conditions for learning where students feel safe and supported and that their social and emotional needs are being met will increase academic and behavior outcomes.

Measurable Outcome:

The number of students receiving referrals will decrease by 20% and be proportionate to the student population composition.

Monitoring:

Discipline data will be monitored on a monthly basis by SBLT and PBIS Teams to identify trends, potential outliers, and additional supports required.

Person responsible for monitoring outcome:

Brandie Williams-Macon (williams-maconb@pcsb.org)

Evidence-based Strategy:

Explicit teaching of expectations for academic and social behaviors will occur for all school settings. Strengthen the ability of all staff to establish and maintain positive relationships with all students. Strengthen the implementation of research-based practices that communicate high expectations for each student through PD, observation, and actionable feedback. Support the implementation of engagement strategies that support the development of social and instructional teaching practices. Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

Rationale for Evidence-based Strategy:

- Providing Feedback and Celebrating Progress
- Problem Behavior Definitions and policy/procedure for addressing are established and followed.
- Discipline Policies are proactive, instructive, and restorative approaches and are implemented consistently
- Professional Development is written and used to orient all faculty and staff on SWPBIS Classroom Procedures are implemented within classrooms and are consistent with school-wide systems.
- Feedback and Acknowledgement formal system is written, linked to expectations, and used across settings and within classrooms
- Stakeholder Involvement
- Data-based Decision Making using discipline data used for improvement
- Fidelity Data and Annual Evaluation used to document fidelity and effectiveness

Action Steps to Implement

During pre-school, SBLT members will train all staff on discipline procedures for major and minor behavioral incidents and the data system to ensure school-wide consistency.

Person Responsible

Julie Jones (jonesjuli@pcsb.org)

Conduct school-wide learning walks utilizing the PBIS Walkthrough with Restorative Practices elements tool to monitor fidelity of implementation and provide support as needed.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Review student and teacher data on monthly basis for trends and next steps, and update school-wide plan as needed..

Person Responsible Julie Jones (jonesjuli@pcsb.org)

Update strategies for areas of improvement.

Person Responsible Julie Jones (jonesjuli@pcsb.org)

#11. ESSA Subgroup specifically relating to Asian

Area of Focus	Our current level of performance is 29% ELA achievement for our Asian students, 71% in math achievement and 50% in science as evidenced in the Florida Standards Assessments.
Description and Rationale:	<p>The problem/gap is occurring in ELA because lack of culturally relevant teaching strategies and corrective instruction are being implemented.</p> <p>If effective intensive interventions would occur, the problem would be reduced by 21% in ELA and Science by 15% respectively.</p>
Measurable Outcome:	<p>The percent of Asian students proficient in ELA will increase from 21% of students scoring level 3 or higher to 50% proficient, as measured by the Florida Standards Assessment.</p> <p>The percent of Asian students proficient in Science will increase from 50% to 65% of students scoring level 3 as measured by SSA.</p>
Monitoring:	This area of focus will be monitored through interim formative assessments including content area unit assessments and MAP as well as the Science Diagnostic.
Person responsible for monitoring outcome:	Julie Jones (jonesjuli@pcsb.org)
Evidence-based Strategy:	<p>Utilization of a personalized learning plan that connects to key skills and standards to best meet the needs of individual students grades 3 through 5.</p> <p>A school-wide commitment to culturally relevant curriculum, materials, and training in support of rigorous, engaging instruction in all classrooms.</p> <p>A targeted plan to empower families to better understand their child's academic data, their strengths and weaknesses, and the resources available to improve learning in school, after school, and at home.</p>
Rationale for Evidence-based Strategy:	<p>By providing rigorous and engaging instruction through culturally relevant teaching strategies and curriculum, we will increase the academic outcomes of Asian students.</p> <p>By creating personalized learning plans for students, students and families will know the ongoing progress of students in reaching their goals of proficiency.</p>

Action Steps to Implement

Identify areas of pedagogical strengths/weaknesses and provide professional development including Restorative Practices, Equity with Excellence, AVID CRT, etc.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Administration will facilitate book/podcasts studies to provide opportunities to share best practices school-wide

Person Responsible Julie Jones (jonesjuli@pcsb.org)

Administration will develop a timeline to provide systematic feedback on classroom learning environments relative to Equity 6M's, Restorative Practices, AVID CRT, etc.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Classroom teachers will implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans with ongoing feedback from Administration and Equity Champions.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Classroom teachers will utilize student data tracking folders for goal setting and action planning for each student. Grade levels will host family nights that focus on strategies families can use to help scholars academically. The school will also hold two conference nights to share this data with families individually.

Person Responsible Julie Jones (jonesjuli@pcsb.org)

#12. ESSA Subgroup specifically relating to Black/African-American

**Area of Focus
Description and
Rationale:**

Our current level of performance is 26% of our African American students scored a level 3 or higher on ELA and 40% of our African-American students scored a level 3 or higher on mathematics, as evidenced in the Florida Standards Assessment.

The problem/gap is occurring because lack of culturally relevant teachings strategies and corrective instruction are being implemented.

If effective intensive interventions would occur, the problem would be reduced by 24% and 10% respectively.

**Measurable
Outcome:**

The percent of black students proficient in ELA will increase from 26% of students scoring level 3 or higher to 50% proficient, as measured by the Florida Standards Assessment.

The percent of black students proficient in Mathematics will increase from 40% of students scoring level 3 or higher to 50% proficient, as measured by the Florida Standards Assessment.

Monitoring:

This area of focus will be monitored through interim formative assessments including content area unit assessments and MAP.

**Person
responsible for
monitoring
outcome:**

Brandie Williams-Macon (williams-maconb@pcsb.org)

A school-wide commitment to restorative practices, including deliberate strategies to build classroom relationships and community.

A school-wide commitment to Positive Behavior and Intervention Supports training and implementation for fair and equitable disciplinary practices for all.

**Evidence-based
Strategy:**

Utilization of a personalized learning plan that connects to key skills and standards to best meet the needs of individual students grades 3 through 5.

A school-wide commitment to culturally relevant curriculum, materials, and training in support of rigorous, engaging instruction in all classrooms.

A targeted plan to empower families to better understand their child's academic data, their strengths and weaknesses, and the resources available to improve learning in school, after school, and at home.

By providing rigorous and engaging instruction through culturally relevant teaching strategies and curriculum, we will increase the academic outcomes of Black students.

**Rationale for
Evidence-based
Strategy:**

By implementing Restorative Practices, we will decrease the amount of time Black students are out of the classroom for discipline incidents, thereby increasing the amount of instructional time received.

Action Steps to Implement

Equity champions will provide ongoing professional development to instructional/support staff to engage all stakeholders in the critical work of changing biases and narratives within the school community in an effort to increase available strategies to staff.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Provide schoolwide training on PBIS for Tier 1 behaviors during preschool. Be aware of/note early identification of students demonstrating difficulty meeting core behavior expectations.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Identify areas of pedagogical strengths/weaknesses and provide professional development including Restorative Practices, Equity with Excellence, AVID CRT, etc.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Administration will facilitate book/podcasts studies to provide opportunities to share best practices school-wide.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Administration will develop a timeline to provide systematic feedback on classroom learning environments relative to Equity [6M's (movement, mouth, meaning, monitoring with feedback, music, & models), Restorative Practices, AVID CRT, etc.].

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Administration will utilize the PBIS walkthrough tool to provide school-wide feedback to share with School-Based Leadership Team and staff.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Classroom teachers will implement morning meetings school-wide to set expectations and build community.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Classroom teachers will implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans with ongoing feedback from Administration and Equity Champions.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Classroom teachers will utilize student data tracking folders for goal setting and action planning for each student. Grade levels will host family nights that focus on strategies families can use to help scholars academically and behaviorally. The school will also hold two conference nights to share this data with families individually.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

#13. ESSA Subgroup specifically relating to Hispanic

Area of Focus Our Hispanic students had 33% gain in ELA as measured by the Florida Standards Assessment. They only had 22% gains in math as measured by the Florida Standards Assessment.

Description and Rationale: The problem is occurring because there is a lack of differentiation and corrective instruction being implemented.
If effective intensive interventions would occur, the problem would be reduced by 17% in ELA and 28% in math respectively

Measurable Outcome: The percent of Hispanic students making gains in ELA will increase from 33% to 50% as measured by the Florida Standards Assessment. The percent of Hispanic students making gains in Math will increase from 22% gains to 50% gains as measured by the Florida Standards Assessment.

Monitoring: This area of focus will be monitored through interim formative assessments including content area unit assessments and MAP. A focus will be the growth charts in MAP to ensure gains are occurring.

Person responsible for monitoring outcome: Julie Jones (jonesjuli@pcsb.org)

Utilization of a personalized learning plan that connects to key skills and standards to best meet the needs of individual students grades 3 through 5.

Evidence-based Strategy: A school-wide commitment to culturally relevant curriculum, materials, and training in support of rigorous, engaging instruction in all classrooms.

A targeted plan to empower families to better understand their child's academic data, their strengths and weaknesses, and the resources available to improve learning in school, after school, and at home.

Rationale for Evidence-based Strategy: By providing rigorous and engaging instruction through culturally relevant teaching strategies and curriculum, we will increase the academic gains of our Hispanic students.

Action Steps to Implement

Monitor MAP data with a focus on students achieving expected growth expectations for each cycle

Person Responsible Julie Jones (jonesjuli@pcsb.org)

Monitor MAP data with a focus on the growth quadrants and conduct data chats specifically with a lens on Hispanic Students and gains being made

Person Responsible Julie Jones (jonesjuli@pcsb.org)

Monitor school wide trends with teacher data on a monthly basis and provide next steps, and update school-wide plan as need for professional development.

Person Responsible Julie Jones (jonesjuli@pcsb.org)

conduct weekly walk thrus and have a lens on how Hispanic students not making gains have a plan for differentiation through instructional practices and teacher plans

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Equity champions will provide ongoing professional development to instructional/support staff to engage all stakeholders in the critical work of changing biases and narratives within the school community in an effort to increase available strategies to staff.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Administration will facilitate book/podcasts studies to provide opportunities to share best practices school-wide.

Person Responsible Julie Jones (jonesjuli@pcsb.org)

#14. ESSA Subgroup specifically relating to White

Area of Focus Description and Rationale:	<p>Our current level of performance is 37% gains in ELA for our white students and 43% gains in math proficiency as evidenced in the Florida Standards Assessment.</p> <p>The problem is occurring because there is a lack of knowledge for strategies and corrective instruction with differentiation.</p> <p>If effective intensive interventions would occur, the problem would be reduced by 13% in ELA and 7% in math.</p>
Measurable Outcome:	The percent of white students making gains in ELA will increase from 42% to 50% as measured by the Florida Standards Assessment. The percent of white students making gains in MATH will increase from 43% to 50% as measured by the Florida Standards Assessment.
Monitoring:	This area of focus will be monitored through interim formative assessments including content area unit assessments and MAP.
Person responsible for monitoring outcome:	Julie Jones (jonesjuli@pcsb.org)
Evidence-based Strategy:	<p>Utilization of a personalized learning plan that connects to key skills and standards to best meet the needs of individual students grades 3 through 5.</p> <p>A school-wide commitment to culturally relevant curriculum, materials, and training in support of rigorous, engaging instruction in all classrooms.</p> <p>A targeted plan to empower families to better understand their child's academic data, their strengths and weaknesses, and the resources available to improve learning in school, after school, and at home.</p>
Rationale for Evidence-based Strategy:	By providing rigorous and engaging instruction and differentiating the tasks aligned to the standards, we will increase the academic gains of white students.

Action Steps to Implement

- Identify areas of pedagogical strengths/weaknesses and provide professional development including Restorative Practices, Equity with Excellence, AVID CRT, etc.
 - Person Responsible** Brandie Williams-Macon (williams-maconb@pcsb.org)
- Administration will facilitate book/podcasts studies to provide opportunities to share best practices school-wide
 - Person Responsible** Brandie Williams-Macon (williams-maconb@pcsb.org)
- Administration will develop a timeline to provide systematic feedback on classroom learning environments relative to Equity 6Ms, Restorative Practices, AVID CRT, etc.
 - Person Responsible** Brandie Williams-Macon (williams-maconb@pcsb.org)
- Classroom teachers will utilize student data tracking folders for goal setting and action planning for each student. Grade levels will host family nights that focus on strategies families can use to help scholars

academically and behaviorally. The school will also hold two conference nights to share this data with families individually.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

#15. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale: Our current level of performance is 32% of our Economically Disadvantaged Students are scoring level 3 or higher in ELA and 31% proficiency in mathematics as evidenced in the Florida Standards Assessment.

Measurable Outcome: The percent of Economically Disadvantaged Students students achieving ELA proficiency will increase from 32% scoring level 3 or higher to 50% scoring level 3 or higher in ELA, and 31% scoring level 3 or higher to 50% or higher in mathematics as measured by the Florida Standards Assessment.

Monitoring: This area of focus will be monitored through interim formative assessments including content area unit assessment and MAP

Person responsible for monitoring outcome: Julie Jones (jonesjuli@pcsb.org)

Evidence-based Strategy: Strengthen staff ability to engage students in complex tasks.
Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
Strengthen staff practice to utilize questions to help students elaborate on content.
Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Enhance staff capacity to support students through purposeful activation and transfer strategies.

Rationale for Evidence-based Strategy: Students who are engaged in rigorous, standards-based, data-driven instruction will demonstrate learning equal to or exceeding an academic year.

Action Steps to Implement

Provide corrective, intensive interventions during the school day through differentiated instruction.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Provide remediation of ELA and mathematics through extended learning opportunities outside of the school day.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

#16. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Our current level of performance is 19% of our ESE students are scoring level 3 or higher in ELA and 25% in Science, as evidenced in the Florida Standards Assessment and Statewide Science Assessment respectively. We expect our performance level to be 50% in both by May 2022. The problem/gap is occurring because students lack the skills necessary to meet grade level expectations.

Measurable Outcome: The percent of ESE students achieving ELA proficiency will increase from 19% scoring level 3 or higher to 50% scoring level 3 or higher, as measured by the Florida Standards Assessment and Statewide Science Assessment.

Monitoring: This area of focus will be monitored through interim unit assessments including content area and diagnostic assessment data.

Person responsible for monitoring outcome: Brandie Williams-Macon (williams-maconb@pcsb.org)

Evidence-based Strategy: Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE). Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs. Ensure that SWD are provided with quality behavioral and/or academic strategies that are designed to reduce discipline/disproportionate placement in ESE programs.

Rationale for Evidence-based Strategy: If students' interventions are rigorous and engaging and meet their needs as identified through their Individualized Education Plan (IEP), they should be able to demonstrate at least one year's worth of learning gains as evidenced through summative assessments.

Action Steps to Implement

Identify academic and behavior issues early and implement early academic and behavior interventions.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Implement inclusive scheduling for SWD and inclusion delivery model of instruction.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Monitor the IEP of each student to ensure the intervention is meeting the IEP goals.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Provide standards-based, data-driven intensive corrective interventions during the school day through differentiated instruction.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Provide additional remediation of ELA and mathematics through extended learning opportunities outside of the school day.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

#17. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: Our current level of performance is 40% of our ELL students are scoring level 3 or higher in ELA and 38% in mathematics, as evidenced in the Florida Standards Assessment. We expect our performance level to be 50% in both by May 2022. The problem/gap is occurring because students lack the skills necessary to meet grade level expectations.

Measurable Outcome: The percent of ELL students will increase from 40% of students scoring level 3 or higher to 50% of ELL students scoring level 3 or higher as measured by the Florida Standards Assessment. The percent of ELL students will increase from 38% to 50% of students scoring level 3 or higher as measured by the Florida Standards Assessment.

Monitoring: This area of focus will be monitored through interim formative assessments including content area assessments and MAP cycle assessments.

Person responsible for monitoring outcome: Julie Jones (jonesjuli@pcsb.org)

Evidence-based Strategy: Strengthen staff ability to engage students in complex tasks. Enhance their knowledge of our ELL students language access level to so they provide scaffolds to reach these complex tasks.

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

Rationale for Evidence-based Strategy: If students' interventions are rigorous and engaging and meet their needs as identified through data analysis, they should be able to demonstrate at least one year's worth of learning gains as evidenced through summative assessments.

Action Steps to Implement

Classroom teachers will implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans with ongoing feedback from Administration and Equity Champions.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Classroom teachers will utilize student data tracking folders for goal setting and action planning for each student. Grade levels will host family nights that focus on strategies families can use to help scholars academically and behaviorally. The school will also hold two conference nights to share this data with families individually.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Lynch does not have any incidents reported and does not appear in the dropdown list of schools.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Lynch will continue to build positive school culture by implementing innovative ideas gathered through School-Based Leadership Team brainstorming, stakeholder surveys, and research-based strategies. We will continue to implement a school-wide commitment to restorative practices, including deliberate strategies to build classroom relationships and community. We will also embrace a school-wide commitment to Positive Behavior and Intervention Supports implementation for fair and equitable disciplinary practices for all students. Our Guidelines to success follow the acronym PRIDE. Positive Attitude, Respect, Integrity, Determination and Empathy. Our token economy and celebrations all align with these success criteria. We will continue utilization of a personalized learning plan that connects key skills and standards to best meet the needs of individual students grades 3 through 5. A school-wide commitment to using culturally relevant curriculum, materials, and training in support of rigorous, engaging instruction in all classrooms and restorative practices that reward both staff and students towards this focus. A targeted plan to empower families to better understand their child's academic data, their strengths and weaknesses, and the resources available to improve learning in school, after school, and at home. All classes will engage in regularly scheduled class meetings to monitor the social/emotional learning within the groups to include daily check-ins/greetings. Social/Emotional lessons will be facilitated by the School Counselor on a monthly basis with daily follow-up by the classroom teacher.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Lynch Elementary staff strives to model the core beliefs of the school vision for all stakeholders. We provide multiple opportunities and modalities for stakeholders to provide feedback, participate, and/or learn about what is happening around our campus. We will utilize newsletters, School Messenger, flyers, school websites, and marquee to inform families of upcoming meetings and events. Teachers communicate with families regarding standards and curriculum and curriculum information during monthly family nights. Parent-teacher conferences, as well as student-led conferences, occur to provide families with information

on proficiency levels students are expected to meet. We survey families once a year with the Title 1 parent survey. Families are also able to give input through participating in our School Advisory Committee (SAC).

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	2110	140-Substitute Teachers	1421 - Lynch Elementary School	General Fund	528.0	\$800.00
			<i>Notes: Funding to provide substitutes for teacher lesson study and collaborative planning.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	2110	140-Substitute Teachers	1421 - Lynch Elementary School	General Fund	528.0	\$800.00
			<i>Notes: \$800 to provide substitutes for teacher lesson study and collaborative planning.</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	2110	140-Substitute Teachers	1421 - Lynch Elementary School	General Fund	528.0	\$1,000.00
			<i>Notes: \$1000 to provide materials and PD for Equity book studies to increase pedagogy related to culturally relevant teaching.</i>			
5	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$0.00
7	III.A.	Areas of Focus: Culture & Environment: Community Involvement				\$0.00
8	III.A.	Areas of Focus: Other: Healthy Schools				\$0.00
9	III.A.	Areas of Focus: Instructional Practice: Student Engagement				\$0.00
10	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$0.00
11	III.A.	Areas of Focus: ESSA Subgroup: Asian				\$0.00
12	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American				\$0.00
13	III.A.	Areas of Focus: ESSA Subgroup: Hispanic				\$0.00
14	III.A.	Areas of Focus: ESSA Subgroup: White				\$0.00
15	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged				\$0.00
16	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
17	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				\$0.00

	Total: \$2,600.00
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