

Pinellas County Schools

# Lynch Elementary School



## 2022-23 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# 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: 6/14/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: C (46%) 2018-19: B (58%) 2017-18: C (49%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Lynch Elementary School

1901 71ST AVE N, St Petersburg, FL 33702

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

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

### School Board Approval

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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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.
Carlson, Tabatha	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.
Andujar, Sarah	Teacher, K-12	Instructional classroom teacher with the responsibility for guiding and directing the learning experiences of students.
Tarschis, Ashley	School Counselor	Provides a comprehensive school counseling program that assists all students in acquiring the skills and knowledge to maximize highest student achievement in a safe learning environment. Responsibilities may vary depending upon the specific work setting and counselor-to-student ratio and should correspond to the needs and priorities established in the schools' and district's counseling program.
Gonzalez-Roberts, Kerri	Teacher, K-12	Instructional classroom teacher with the responsibility for guiding and directing the learning experiences of students.
Wheeler, Kenya	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.
Hillriegel, Elizabeth	Teacher, K-12	Instructional classroom teacher with the responsibility for guiding and directing the learning experiences of students.
Dawkins, Kahlilah	Psychologist	Instructional support staff position, which provides comprehensive psychological services for students experiencing learning and behavioral problems and for students exhibiting high-level abilities and talents. Comprehensive psychological services include formal and informal assessment, counseling, behavior management, consultation, research and in-service training.



Name	Position Title	Job Duties and Responsibilities
Merrett, Danielle	Reading Coach	To provide assistance and ongoing professional development to teachers, including training and mentoring in the use of materials, assessment strategies, and best practices to generate improvement in reading/literacy instruction and student achievement.
Arostegui, Ruth	Teacher, K-12	Instructional classroom teacher with the responsibility for guiding and directing the learning experiences of students.
Baldwin, Stacia	Other	To facilitate the implementation of the problem solving process with the school-based team and all school staff. This is an instructional position with responsibility for guiding and directing the learning experiences of pupils in a group or class within an elementary school.

### Demographic Information

#### Principal start date

Monday 6/14/2021, Brandie Williams Macon

**Number of teachers with a 2022 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.*

**Number of teachers with a 2022 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.*

#### Total number of teacher positions allocated to the school

28

#### Total number of students enrolled at the school

456

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

5

#### Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

#### Demographic Data

### Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	87	77	81	88	74	89	0	0	0	0	0	0	0	496
Attendance below 90 percent	28	20	26	26	25	30	0	0	0	0	0	0	0	155
One or more suspensions	0	0	0	2	1	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	1	4	10	0	0	0	0	0	0	0	15
Course failure in Math	0	0	0	3	8	24	0	0	0	0	0	0	0	35
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	19	20	0	0	0	0	0	0	0	50
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	16	36	0	0	0	0	0	0	0	58
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	1	9	16	0	0	0	0	0	0	0	27

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Sunday 7/10/2022

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	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

**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	

**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	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

#### 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	

## 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	45%	55%	56%				52%	54%	57%
ELA Learning Gains	44%						57%	59%	58%
ELA Lowest 25th Percentile	45%						56%	54%	53%
Math Achievement	53%	51%	50%				58%	61%	63%
Math Learning Gains	47%						69%	61%	62%
Math Lowest 25th Percentile	38%						58%	48%	51%
Science Achievement	47%	62%	59%				54%	53%	53%

### 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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	53%	56%	-3%	58%	-5%
Cohort Comparison		0%				
04	2022					
	2019	39%	56%	-17%	58%	-19%
Cohort Comparison		-53%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	58%	54%	4%	56%	2%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	59%	62%	-3%	62%	-3%
Cohort Comparison		0%				
04	2022					
	2019	60%	64%	-4%	64%	-4%
Cohort Comparison		-59%				
05	2022					
	2019	54%	60%	-6%	60%	-6%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	53%	54%	-1%	53%	0%
Cohort Comparison						

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	29	48		54	50		17				
ELL	44	46		37	21						
BLK	27	41		50	57		33				
HSP	44	50		55	32		50				
MUL	45			45							
WHT	50	46	38	53	47	24	47				
FRL	42	36	29	48	44	43	41				

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						
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				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	369
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	44
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?

Math trends indicated a continual decrease across grade levels in meeting the expected growth scores from Fall 2021-Spring 2022. First grade demonstrated the greatest amount of growth.

Language Arts trends showed greatest growth in the primary grades. Intermediate grades experienced great declines over the course of the year as it related to NWEA MAP assessments.

FSA data indicated 70% 3rd grade scholars proficient in Math and 55% proficient in reading.

FSA data indicated 51% 4th grade scholars proficient in Math and 39% proficient in reading.

FSA data indicated 36% 5th grade scholars proficient in Math and 40% proficient in reading.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Learning gains for 4th and 5th grade scholars in both English Language Arts and Mathematics as well as for the lowest 25th percentile of scholars in each content area.

#### 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 grade level BEST benchmarks instruction is occurring daily in all classrooms. 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 2022 state assessments, showed the most improvement?

3rd grade proficiency in mathematics and reading showed the most promise.

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

Self-contained classrooms seemed to allow teachers to focus on a specific set of children and know/ deeply understand the academic needs of that specific group.

#### 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, BEST benchmarks 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.**

Continuous ELA coaching cycles for K-2.

ELA Champions and Administration provide school-wide PD throughout the school year. JIT Content area coaches provide professional development based on results from teacher needs survey as needed. Equity Champions and Administration will provide ongoing classroom instruction and engagement professional development opportunities to build teacher capacity.

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

ELL and SWD scholars will be strategically scheduled to maximize additional instructional support across grade levels.

90-minute ELA blocks and intervention times will be staggered throughout the day to allocate appropriate time for additional instructional support.

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

### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. ESSA Subgroup specifically relating to English Language Learners****Area of Focus****Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Standards-based assessment data (FSA) collected from the 2021-2022 school year showed students performing below grade level in ELA and Math with a lack of consistency in tasks aligned to grade-appropriate standards. Students are not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support EL learners.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

EL student proficiency in ELA/Math/Science will increase 40% to 45%, as measured by FAST testing and SSA respectively.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

This area of focus will be monitored through interim formative assessments including content area assessments, ISIP monthly assessments, and FAST testing.

**Person responsible for monitoring outcome:**

Tabatha Carlson (carlsont@pcsb.org)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

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 differentiate/scaffold instruction to meet the needs of each student.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

If students' core instruction and interventions are rigorous and engaging and meet their needs as identified through data analysis, they should be able to demonstrate at minimum one year's worth of learning gains as evidenced through progress monitoring.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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**      Tabatha Carlson (carlsont@pcsb.org)

**#2. Instructional Practice specifically relating to Standards-aligned Instruction****Area of Focus****Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Standards-based data (FSA, NWEA MAP, walkthrough data, etc.) collected from the 2021-2022 school year showed students performing below grade level in ELA, Math, and Science with a lack of consistency in tasks aligned to grade-appropriate standards. Students are not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Proficiency in Science will increase from 47% to 52% as measured by SSA.

Proficiency in English Language Arts will increase from 45% to 50% as measured by FAST testing.

Proficiency in Mathematics will increase from 53% to 58% as measured by FAST testing.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

This area of focus will be monitored through interim formative assessments including content area assessments, and FAST progress monitoring. Monitoring will also occur during weekly PLCs through formative assessment data analysis. 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:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

If teachers deliver content area instruction designed according to research-based principles. For example, the teaching follows the “gradual release of responsibility” model of teaching, then students will demonstrate mastery of subject area content.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/ more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.

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

Utilize administrator walkthrough tools to provide weekly feedback to individual teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

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

Employ instructional practices that result in students doing the work of the lesson (higher-order questioning, quick demonstration followed by practice, limiting teacher talk, high-quality feedback and opportunities to use that feedback).

**Person Responsible** Danielle Merrett (merrettd@pcsb.org)

Employ instructional practices to motivate and deepen student engagement including, but not limited to: positive expectations for success; novel tasks or other approaches to stimulate curiosity; meaningful tasks related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices.

**Person Responsible** Tabatha Carlson (carlsont@pcsb.org)

Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, and/or collaborative study groups.

**Person Responsible** Danielle Merrett (merrettd@pcsb.org)

Implement and monitor the use of routine writing in all content areas; including Learning Logs, Quick Writes, Annotating the text, Creating One Pagers, Reflection prompts, DLIQ (Do-Learn-Interesting-Questioning) and/or KWLA (Know-Want to Know-Learned- )charts.

**Person Responsible** Danielle Merrett (merrettd@pcsb.org)

Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

**Person Responsible** Kahlilah Dawkins (dawkinsk@pcsb.org)

**#3. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus****Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Standards-based data (FSA, common assessments, walkthrough data, etc.) collected from the 2021-2022 school year showed students performing below grade level in ELA, Math, and Science with a lack of consistency in tasks aligned to grade-appropriate standards. Students are not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning.

**Measurable****Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Students with Disabilities' proficiency levels in ELA/Math/Science will increase 40% to 45%, as measured by FAST testing and SSA respectively.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

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

**Person responsible for monitoring outcome:**

Tabatha Carlson (carlsont@pcsb.org)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

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:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

If students' core instruction and 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 progress monitoring.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

**Person Responsible** Kahlilah Dawkins (dawkinsk@pcsb.org)

Monitor the IEP of each student to ensure interventions meet the IEP goals.

**Person Responsible** Kahlilah Dawkins (dawkinsk@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)

Schedule weekly structured, collaborative planning session with Content Coaches.

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

Develop weekly walk-through timeline/schedule to provide ongoing feedback.

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

Ensure instructional supports are in place during core instruction and independent practice for students with exceptional needs. These supports include access to grade-level text and beyond as well as small group instruction based on data.

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

Implement a process for placing students of ESE in master schedule first in order to optimize service delivery and focus on a clustering process to meet student needs.

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

Create a climate where IEPs are adjusted as needed based on the data and needs of students to maximize the SDI based on skill deficits or improvements so that regular and purposeful adjustments can be made.

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



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

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Our current level of performance for African American students scoring a level 3 or higher on ELA is 27% and 50% on mathematics, as evidenced in the Florida Standards Assessment.

The problem/gap is occurring because lack of high engagement strategies and corrective instruction are being implemented.

If effective core instruction and intensive interventions occurs, the achievement level would increase to 50% and 60% respectively.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

African-American scholars' proficiency levels in ELA/Math/Science will increase to 50%; 60%; and 33%, as measured by FAST testing and SSA respectively.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

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:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Strengthen staff ability to engage students in complex tasks. Enhance their knowledge of our African-American students background knowledge so as to provide scaffolds to reach these complex tasks.

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

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

If students' core instruction and interventions are rigorous and engaging and meet their needs as identified through data analysis, they should be able to demonstrate at minimum one year's worth of learning gains as evidenced through progress monitoring.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Classroom teachers will implement highly engaging strategies that reach a diverse group of learners 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**

Tabatha Carlson (carlsont@pcsb.org)

Employ instructional practices that result in students doing the work of the lesson (higher-order questioning, quick demonstration followed by practice, limiting teacher talk, high-quality feedback and opportunities to use that feedback).

**Person Responsible**

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

Ensure that African-American students are provided with quality behavioral and/or academic strategies that are designed to reduce discipline incidents.



**Person Responsible**

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

**RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Gain a deep understanding of the B.E.S.T. Standards as a non-negotiable for improving student outcomes.

The percent of kindergarten scholars that are not on track for the level 3 or above on the statewide, standardized assessment is 38%

The percent of first grade scholars that are not on track for the level 3 or above on the statewide, standardized assessment is 23%

The percent of second grade scholars that are not on track for the level 3 or above on the statewide, standardized assessment is 70%

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

Gain a deep understanding of the B.E.S.T. Standards as a non-negotiable for improving student outcomes.

The percent of third grade scholars that are not on track for the level 3 or above on the statewide, standardized assessment is 45%

The percent of fourth grade scholars that are not on track for the level 3 or above on the statewide, standardized assessment is 61%

The percent of fifth grade scholars that are not on track for the level 3 or above on the statewide, standardized assessment is 60%

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

Last year, 20% of students in grades K -2 scored within the red or orange bands on Spring Reading MAP. Our goal is for 85% of students in grades k-2 to be on track to pass the ELA FAST.

**Grades 3-5: Measureable Outcome(s)**

The percent of all students achieving English Language Arts proficiency will increase from 45% to 50% as measured by FAST progress monitoring .

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

ILT will conduct observational walkthroughs and provide timely, actionable feedback to teachers. Data chats will occur with teachers and teams to make data-driven instructional decisions.

This area of focus will be monitored by administration in collaboration with the content specific coach. FAST progress monitoring, module assessment data, and monthly ISIP 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:**

Select the person responsible for monitoring this outcome.

Williams-Macon, Brandie, williams-maconb@pcsb.org

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Data analysis charts of school-wide, district, and state assessments in a timely manner.  
 Data driven decision making, derived from data analysis.  
 Coaching cycles  
 Professional development

### **Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Based on MAP and FSA data, there is a majority of scholars in K-5 not proficient in ELA. These practices are research-based and proven to increase proficiency.

### **Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Utilize administrator walkthrough tools to provide weekly feedback to individual teachers as well as communicate and highlight evidence-based practices that are positively impacting student achievement with staff.	Williams-Macon, Brandie, williams-maconb@pcsb.org
Provide regular structures for collaborative planning/PLCs where teachers engage in data/ student work analysis as well as intellectual prep and lesson rehearsal for upcoming lessons, including scaffolds that address gaps in student learning. Data analysis protocols will be implemented to analyze various assessments (Early Literacy Formative Assessment Check and other progress monitoring assessments).	Williams-Macon, Brandie, williams-maconb@pcsb.org
Implement a plan for identifying students not meeting benchmarks in the early grades, including targeted instruction, and frequently monitoring progress to identify and close gaps early.	Williams-Macon, Brandie, williams-maconb@pcsb.org
Ensure teachers have a clear understanding of the B.E.S.T. ELA standards	Williams-Macon, Brandie, williams-maconb@pcsb.org
Engage in ongoing professional development on the implementation of the high-quality curricular materials.	Williams-Macon, Brandie, williams-maconb@pcsb.org

## **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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

### **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 Interventions and Supports implementation for fair and equitable disciplinary practices for all students. Our Guidelines for 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 AVID strategies to engage all learners, 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 school culture and environment.**

Administration (Principal and Assistant Principal) - Ensure implementation of School-wide Behavior Plan and Restorative Practices. Ensure appropriate professional development opportunities for staff. Ensuring consistency throughout campus of school-wide expectations and rewards. Model the core beliefs for all stakeholders. Provide multiple opportunities and modalities for stakeholders to provide feedback, participate, and/or learn about what is happening in school.

Classroom Teachers - Consistent implementation of behavior plan. Communicating classroom expectations to students and families. Monitoring the learning environment - positively acknowledging meeting/exceeding behavior expectations. Reteaching expectations as needed. Model the core beliefs for all stakeholders. Engage in parent-teacher conferences to build positive relationships with families.

Students - Provide input to improve positive school culture and environment.

Families - Supporting the school's efforts for school appropriate behaviors. Provide input to improving the school culture and environment through various parent engagement opportunities.