



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

Lynch Elementary School
1901 71ST AVE N
St Petersburg, FL 33702
727-570-3170
<http://www.lynch-es.pinellas.k12.fl.us/>

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

100% student success.

School Environment

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

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

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

Lynch Elementary Implements Champs school-wide with a focus on positive reinforcement and student successes based on achievement goals. Creation of a Token Program to encourage positive behavior, vesting all students and staff.

We provide a safe campus by ensuring high visibility of staff members before and after school, and initiating a closed campus while students are on campus.

We will continue the Olweus Anti Bullying Program which will include guest speakers, a place for students to report bullying, and on-going support to teachers via our school counselor, psychologist and social worker in implementing classroom anti-bullying lessons/programs that were purchased last year to support classroom support.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Lynch is a CHAMPS school and is led and monitored by our PBS/CHAMPS team. During pre-school professional development is provided to all instructional staff. In addition lesson plans provided to teachers for students. During the first week of school students are taught the school wide and classroom expectation. The expectations are reinforced in all public areas by trained staff, during the morning news show, through recorded media messages and print. Refreshers for staff are given bi-monthly during staff meetings and by electronic media. Lynch Elementary Implements Champs

school-wide with a focus on positive reinforcement and student successes based on achievement goals. Creation of a Token Program to encourage positive behavior, vesting all students and staff. Students are reminded on a daily basis of positive success criteria and may use tokens earned on a weekly basis.

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

Weekly review of social/emotional needs as submitted by teachers using Request for Behavior/Intervention Form. Guidance Counselor reviews request through SBIT to determine individual student needs. Interventions are provided in the form of one to one counseling or small group sessions/interventions and are provided by teacher, guidance counselor, social worker or school psychologist. 5000 Role Models and Girlfriends groups designed to provide individual and group mentors to students. These groups meet with students regularly to provide social/emotional support. Leadership members also correlate any incoming referrals or behavior calls or parent calls and may request a conference with the teacher/parent to also initiate a form to be submitted to SBIT for review.

Early Warning Systems

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

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

Struggling students and retained students are identified from state and district testing and then Tier 2 services are determined and monitored by classroom teacher/Title 1. In addition, teachers with student academic and behavior concerns are reported to Rtl Coordinator by Instructional Staff on Behavior/Academic Forms, then data and form is reviewed by SBIT. Tier 2/Tier 3 Intervention and Progress Monitoring is considered. Review date for student is determined for next steps while the student's response to the interventions are monitored.

We also monitor the core instruction monthly with DIBELS probes.

Data will be posted and reviewed monthly by the School Based Leadership Team.

Attendance is monitored through SBLT as well. Children are referred to the Child Study Team for frequent tardies and absences and then the Social Worker/Guidance Counselor will follow up with parent contact via phone or home visit.

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

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

Indicator	Grade	Students
Attendance below 90 percent	K	15
Attendance below 90 percent	1	14
Attendance below 90 percent	2	9
Attendance below 90 percent	3	11
Attendance below 90 percent	4	12
Attendance below 90 percent	5	11
	Total	72
One or more suspensions	K	4
One or more suspensions	1	7
One or more suspensions	2	2
One or more suspensions	3	3
One or more suspensions	4	4
One or more suspensions	5	16
	Total	36
	Total	
Level 1 on statewide assessment	3	36
Level 1 on statewide assessment	4	34
Level 1 on statewide assessment	5	60
	Total	130

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

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

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators)

Students identified by the early warning system are progress monitored by the School Based-Intervention Team (SBIT) and School Based Leadership Team (SBLT) and reviewed monthly. Many of these students are matched with a mentor and will be invited to participate in one or more of our Promise Time programs.

Weekly review of social/emotional needs as submitted by teachers using Request for Behavior/Intervention Form. Guidance Counselor reviews request through SBIT to determine individual needs or on-going groups. Individual and small group sessions are provided by guidance counselor, social worker or school psychologist.

500 Role Models and Girlfriends, groups designed to provide individual and group mentors to students, meet with students regularly to provide social/emotional support.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

No PIP plan available

This application does not have a PIP plan uploaded for this school or this district. Please forward or have your district forward the plan document via an Intercom support request and we will upload it.

Description

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

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

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title	Email
Crawford, Johnnie	Principal	crawfordjo@pcsb.org
Jones, Julie	Assistant Principal	jonesjuli@pcsb.org
Denise, Malone	Other	maloned@pcsb.org
Collazo, Mehgan	Teacher, K-12	collazom@pcsb.org
Bitzer, Barbara	Guidance Counselor	bitzerb@pcsb.org
Spencer, Rebecca	Psychologist	spencerre@pcsb.org
Gray, Mary	Other	graymary@pcsb.org
Sullivan, susan	Attendance/Social Work	sullivans@pcsb.org
McManaway, Robin	Other	mcmawayr@pcsb.org
Bigler, Jennifer	Teacher, K-12	biglerj@pcsb.org
Harvey, Melissa	Teacher, K-12	harveyme@pcsb.org

Duties

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

The role of the leadership team is to move through the problem solving model on a weekly basis to address instructional and operational needs of the school. The leadership team will meet weekly at SBLT that analyze data and work through the problem solving model as well. This team then is assigned to a grade level PLC to help and support facilitate PLCs that are constantly looking at classroom and grade level data and working through the problem solving process.

Assistant Principal meets with Grade Level Team members and is using Driven by Data and It's Being Done to build leadership capacity among the staff members.

LLC is also a team that meets monthly to implement and share instructional PD to staff members and encourage others to be leaders with instruction.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The leadership teams reviews walk thru data, observation data and performance of student data to align instructional staff in the best positions for teaching. We focus on teacher strength and student need. All curricular needs are provided by the district but are enhanced by Title I funds to supplement Tier 2 and 3 support. Personnel are hired for Tier 2 support. Data guidelines from district and school improvement plan are used to allocate funds. Our Principal and MTSS Coach work together along with SBLT to problem solve and utilize funds appropriately.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
John Talbert	Parent
Johnnie Crawford III	Principal
Reyna Benito	Business/Community
Mason Dorsey	Business/Community
Natasa Andzic	Education Support Employee
Banumathi Kannan	Parent
Krassimir Mihov	Parent
Vicki Shuman	Parent
Denise Malone	Teacher
Julie Jones	Principal
Arcelius Pulrdo	Parent
Magnifica Pulrdo	Parent
Deborah Minkle	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), F.S

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

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

Verify that the school is in compliance with section 1001.452, F.S., regarding the establishment requirements and duties of the SAC

Yes

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

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

Literacy Leadership Team (LLT)

Meets the requirements of Rule 6A-6.053(3), F.A.C.

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title	Email
Jones, Julie	Assistant Principal	jonesjuli@pcsb.org
Minkle, Deborah	Teacher, K-12	minkled@pcsb.org
Harvey, Melissa	Teacher, K-12	harveyme@pcsb.org
Early, Michelle	Instructional Coach	earlym@pcsb.org
Nesmith, Kelee	Teacher, K-12	nesmithk@pcsb.org
Bigler, Jennifer	Teacher, Adult	biglerj@pcsb.org

Duties

Describe how the LLT promotes literacy within the school

The LLT meets once a month to plan and organize for school-wide literacy activities. The instructional staff is surveyed to determine what literacy strategies are used regularly, have used, and would like more information on. After the survey, the top 3 strategies are identified and one is chosen to kick off the year with. The expectation is that the strategy is used school-wide with all subject areas. Professional development is provided during the specials block, after school, before school and on teacher training days. The LLT/LLC work closely with the reading coach to support this endeavor. The LLT also organizes and provides PD for lesson studies and classroom demonstration days where have an opportunity to collaborate, provide feedback learn from their colleagues.

Public and Collaborative Teaching

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

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

Lynch Elementary will have weekly PLCs (Professional Learning Communities) that will be facilitated by SBLT (School Based Leadership Team) members. The agendas for the PLCs will be determined by the team leaders based on assessments cycles, formative assessment timelines, and a selection of pre-determined topics set by the SBLT. We will offer two 1/2 day TDEs (one per semester) that will also follow major testing cycles/new curriculum module planning in order for teams to dig deep into their curriculum, data and goals. We plan on having two demonstration days lead by teachers to open the doors for colleagues to learn from each other. We also plan on having two cycles of lesson study which will be determined by the Leading the Learning Cadre in September. Last, the administration team will conduct team building activities throughout the year to build relationships among all staff members.

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

Lynch Elementary seeks to employ teachers who are effective and highly effective on their professional evaluations. We have on-going PD for staff with the support of reading and math coaches, LLC team, and varying committees with expertise in different areas. Team leaders will be responsible for sharing concerns of teams instructionally and professionally so that we may provide the support needed to develop our teachers and retain them. Leadership team knows that teachers and staff need support. Daily walk thrus will occur by administrative team to find patterns to discuss with leadership.

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

Lynch has a mentoring system in which two highly effective teachers that have volunteered to lead the mentoring program meet with new teachers. They meet on a monthly basis and have a calendar of items that they discuss with the teachers. New teachers to Lynch are also encouraged to attend.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Our core instructional programs are part of the k-12 plan as written by Pinellas School District. Teachers include the standards in their lesson plans and must have their daily Teaching Point in student friendly language posted. This teaching point/objective is directly aligned with Florida Standards and in alignment with the curriculum calendars of the district.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Our overall data is used to determine initial classroom lists. We have tried to ensure the our ELL and ESE students are not spread out into too many classrooms so that our instructors of ELL and ESE may utilize their time in classrooms with these students more efficiently.

We have also included 20-30 minutes of differentiated time slots for reading and math on a daily basis into our master schedule. This is a non-negotiable this year that teachers must have plans for this time and use the time for differentiation. The staff will have PD on the best use of this time and how to use the data to drive this time frame. Teachers will also meet in weekly PLCs to analyze data as they gather it in order to differentiate their instruction during their core. Teachers will be encouraged to work together to plan for moving all students at all levels of proficiency.

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

Strategy type: Extended School Day

Minutes added to school year: 8,640

Strategy Purpose(s)

- Core Academic Instruction

Strategy Description

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

Strategy Rationale

Individualized approach to extended

Person(s) responsible for monitoring implementation of the strategy

Denise, Malone, maloned@pcsb.org

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

The i-Ready program has a pre-test/post-test built into determine the effectiveness of the strategy. The

Promise Time Coordinator will share data monthly with the School Based Leadership Team. Any child that we need to look closer at will be referred the School Based Intervention Team.

Student Transition and Readiness

PreK-12 Transition

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

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

Students entering kindergarten either transition from are pre-unit located on school grounds or have had an opportunity to attend a kdg. information session for parents. The kdg. team works with the

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

College and Career Readiness

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

n/a

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

n/a

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

n/a

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

n/a

School Improvement Goals

Goals Summary

- G1.** Lynch Elementary will close the Achievement Gap for African American learners and their non-black peers.
- G2.** All teachers will effectively utilize CHAMPS and our school wide Positive Behavior System, as a result referrals and suspension will decrease by 50%.
- G3.** All teachers will increase student engagement and differentiate instruction, as a result 100% of the students will make gains in all subject areas.
- G4.** Lynch Elementary will increase social and emotional supports for African American Students in order to decrease suspensions and disciplinary incidents.

Goals Detail

G1. Lynch Elementary will close the Achievement Gap for African American learners and their non-black peers.

Targets Supported

Indicator	Annual Target
AMO Targets Math - African American	59.0
AMO Targets Reading - African American	63.0
AMO Targets Math - ELL	61.0
AMO Targets Reading - ELL	63.0
AMO Targets Reading - Hispanic	79.0
AMO Targets Math - Hispanic	71.0
AMO Targets Math - SWD	57.0
AMO Targets Reading - SWD	62.0

Resources Available to Support the Goal

- Reading Coach, just in time district math support, SBLT, data coach, Title 1, extended learning program and promise time,

Targeted Barriers to Achieving the Goal

- Cultural competency in correlation with planning, instruction and data analysis.

<i>Plan to Monitor Progress Toward the Goal</i>	
Dis-aggregated data for all subgroups targeted in comparison to whole school data for different content areas	
<i>Person Responsible</i>	Malone Denise
<i>Schedule</i>	Monthly, from 10/01/2014 to 05/18/2015
<i>Evidence of Completion</i>	SBLT minutes of problem solving model used for dis-aggregated data for different subgroups in reading, math and science on district provided assessments

G2. All teachers will effectively utilize CHAMPS and our school wide Positive Behavior System, as a result referrals and suspension will decrease by 50%.

Targets Supported

Indicator	Annual Target
Discipline incidents	7.0
Students with one or more suspensions (in or out of school) - total	3.0

Resources Available to Support the Goal

- Champs Committee/PBS, Behavior Specialist, Lions' Den(school store-token economy)

Targeted Barriers to Achieving the Goal

- Full implementation of positive behavior system with fidelity

<i>Plan to Monitor Progress Toward the Goal</i>	
Monthly reports on discipline calls and referrals	
<i>Person Responsible</i>	
<i>Schedule</i>	Monthly, from 09/26/2014 to 05/29/2015
<i>Evidence of Completion</i>	amount of discipline calls and referrals that have students removed from room

G3. All teachers will increase student engagement and differentiate instruction, as a result 100% of the students will make gains in all subject areas.

Targets Supported

Indicator	Annual Target
Students making math learning gains	81.0
Florida Standards Assessment (FSA) Mathematics proficiency rate	70.0
Reading % making learning gains	90.5
Reading % in lowest 25% making learning gains	80.0
AMO Targets Reading - All Students	75.0
AMO Targets Math - All Students	68.0
FCAT 2.0 Science % Proficient	60.0

Resources Available to Support the Goal

- 1/2 time reading coach
- MFAS
- Title 1 Hourly Teachers
- Just In Time Math coach support

Targeted Barriers to Achieving the Goal

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

<i>Plan to Monitor Progress Toward the Goal</i>	
District provided Common Assessments and Mathematics Formative Assessment System (MFAS)	
<i>Person Responsible</i>	Julie Jones
<i>Schedule</i>	Every 2 Months, from 10/24/2014 to 01/16/2015
<i>Evidence of Completion</i>	The common assessments will give us progress monitoring for proficiency levels for curriculum already taught and gains of individual students from baseline data. This will help us provide planning to re-teach or enrich. We will also monitor reports generated through MFAS for formative temperature checks on benchmarks taught.

G4. Lynch Elementary will increase social and emotional supports for African American Students in order to decrease suspensions and disciplinary incidents.

Targets Supported

Indicator	Annual Target
AMO Targets Math - African American	59.0
AMO Targets Reading - African American	63.0
FCAT 2.0 Science % Proficient	69.0
Discipline incidents	
Students with one or more suspensions (in or out of school) - total	

Resources Available to Support the Goal

- Personnel, professional development opportunities, materials, curriculum, instruction, funding, leadership, partners, environment, , volunteers.

Targeted Barriers to Achieving the Goal

- Parental involvement, student motivation, teachers knowledge and skills (cultural proficiency)

Action Plan for Improvement of SIG-Targeted Schools

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Lynch Elementary will close the Achievement Gap for African American learners and their non-black peers.

G1.B1 Cultural competency in correlation with planning, instruction and data analysis.

G1.B1.S1 Provide professional development on cultural competency to entire staff

Strategy Rationale

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

Action Step 1	
Provide cultural competency professional development to entire staff	
Person Responsible	Malone Denise
Schedule	On 10/20/2014
Evidence of Completion	Professional education points, registration and sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1	
Use of lesson plans and walk thru tools to highlight different instructional strategies/lessons based on learning from professional development on cultural competency	
Person Responsible	Julie Jones
Schedule	Weekly, from 11/03/2014 to 05/18/2015
Evidence of Completion	PLC feedback on lesson plans with a focus on cultural competency and planning for differences

Plan to Monitor Effectiveness of Implementation of G1.B1.S1	
lesson plans and walk through data will reflect changes in practice based on professional development provided	
Person Responsible	Julie Jones
Schedule	Weekly, from 11/03/2014 to 05/18/2015
Evidence of Completion	Lesson plans uploaded to server and response to walk through feedback given to teachers

G1.B1.S2 Student data for each subgroup will be dis-aggregated during data discussions.

Strategy Rationale

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

Action Step 1	
Leadership groups will be asked to dis-aggregate data for subgroups when having data discussions	
Person Responsible	Johnnie Crawford
Schedule	Monthly, from 11/03/2014 to 05/11/2015
Evidence of Completion	Weekly PLC notes and SBLT minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S2	
Minutes for PLC meetings that attend to student data and minutes from SBLT that relate to data in regards to reading, math and science	
Person Responsible	Malone Denise
Schedule	Monthly, from 10/27/2014 to 05/11/2015
Evidence of Completion	Submission of minutes that reflect conversations and problem solving around sub-group performance

Plan to Monitor Effectiveness of Implementation of G1.B1.S2	
Gap between sub-groups will decrease across school year in relation to reading, science and math	
Person Responsible	Malone Denise
Schedule	Quarterly, from 10/27/2014 to 05/11/2015
Evidence of Completion	PLC and SBLT minutes and common assessment data for reading, math and science

G2. All teachers will effectively utilize CHAMPS and our school wide Positive Behavior System, as a result referrals and suspension will decrease by 50%.

G2.B1 Full implementation of positive behavior system with fidelity

G2.B1.S1 Ensure that all staff understand and implement CHAMPS/PBS with fidelity

Strategy Rationale

A positive behavior system has proven through research to be effective when staff is trained and has tools for full implementation.

Action Step 1	
Create a committee to roll out the CHAMPS and PBS system and that support teachers in year long Professional Development and support to ensure full utilization of CHAMPS and PBS (Positive Behavior System)	
Person Responsible	Mary Gray
Schedule	Monthly, from 06/06/2014 to 06/02/2015
Evidence of Completion	Committee list, PD on calendar, and survey of teachers on a quarterly basis. Walk through data may also be collected with a lens on behavior management and use of CHAMPS in classroom.

Action Step 2	
Created lesson plans for first weeks of school for teachers	
Person Responsible	Mary Gray
Schedule	
Evidence of Completion	Lesson plans given to teachers before school starts

Action Step 3	
Provide preschool training of CHAMPS and PBS	
Person Responsible	Mellisa Russell
Schedule	
Evidence of Completion	

Action Step 4	
On-going refreshers for CHAMPS/PBS	
Person Responsible	Johnnie Crawford
Schedule	Every 6 Weeks, from 09/01/2014 to 05/01/2015
Evidence of Completion	calendar of refresher dates

Plan to Monitor Fidelity of Implementation of G2.B1.S1	
walk through data and survey collection of feedback of utilization of CHAMPS and PBS in classroom and school-wide	
Person Responsible	Johnnie Crawford
Schedule	Biweekly, from 09/02/2014 to 05/22/2015
Evidence of Completion	token usage by grade level, walk through data and surveys

Plan to Monitor Effectiveness of Implementation of G2.B1.S1	
Monthly reports on incoming referrals and/or discipline calls	
Person Responsible	Johnnie Crawford
Schedule	Monthly, from 09/02/2014 to 05/15/2015
Evidence of Completion	Token usage by grade level, a decrease in referral/suspensions from prior year

G3. All teachers will increase student engagement and differentiate instruction, as a result 100% of the students will make gains in all subject areas.

G3.B1 Knowing how to differentiate instruction based on formative assessments

G3.B1.S1 Using data from formative assessments to drive differentiation.

Strategy Rationale

Our data reflected that our lowest students did not make gains and a high percentage of higher performing students dropped a level on FCAT. We want to ensure that teachers are provided resources and professional development to utilize all data at their fingertips between common assessments in order to differentiate their instruction and move all students.

Action Step 1	
Provide professional development for utilizing formative assessments to track progress of benchmark learning as aligned to the Florida Standards and then using those formative assessments to plan for core instruction and differentiated instruction based on individual needs.	
Person Responsible	Johnnie Crawford
Schedule	Monthly, from 09/10/2014 to 05/22/2015
Evidence of Completion	reduction of referrals and suspensions

Plan to Monitor Fidelity of Implementation of G3.B1.S1	
All PD will be calendared out for the school year and teachers will be requested to reflect using a protocol to ensure formative assessments are implemented into their classrooms and have an effect on student learning.	
Person Responsible	Julie Jones
Schedule	Monthly, from 08/28/2014 to 06/02/2015
Evidence of Completion	A completed calendar and follow through with surveys/reflection forms to ensure fidelity of training and implementation into classrooms. Weekly lesson plans and PLC feedback forms will be monitored along with feedback to teams and individual teachers with a focus on use of formative assessments and correlation of their plans of instruction and small group activities.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1	
Monthly leadership meeting and debrief with Just in Time Math coach after coaching cycles requested	
Person Responsible	Julie Jones
Schedule	Monthly, from 09/19/2014 to 04/10/2015
Evidence of Completion	Surveys from training and lesson plan templates for math, highlighting differentiation and use of formative assessments through MFAS.

G3.B2 Using standards and data to drive instruction and time to plan accordingly

G3.B2.S1 Data Chats in coordination with lesson study

Strategy Rationale

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

Action Step 1	
3 Data Chats along with Lesson Study PD to ensure teachers know how to use their data individually and as a team to then differentiate their lessons	
Person Responsible	Johnnie Crawford
Schedule	Semiannually, from 10/10/2014 to 03/27/2015
Evidence of Completion	

Plan to Monitor Fidelity of Implementation of G3.B2.S1	
Data chats scheduled in coordination with PD and planning of lesson study	
Person Responsible	Julie Jones
Schedule	Monthly, from 09/12/2014 to 03/20/2015
Evidence of Completion	Completion of data chats, review of lesson plans and participation of PD of lesson study with a protocol for reflection and change in practice

Plan to Monitor Effectiveness of Implementation of G3.B2.S1	
math common assessments and MFAS	
Person Responsible	Malone Denise
Schedule	Quarterly, from 10/03/2014 to 04/03/2015
Evidence of Completion	Proficiency levels on math common assessments and Formative Assessments through CPalms

G3.B3 Effectively engaging students

G3.B3.S1 Promote Wellness

Strategy Rationale

Students require an overall healthy body and mind in order to become or remain engaged in learning

Action Step 1	
Implement Go Noodle School-wide during health block to provide brain breaks for students to increase engagement in content learning	
Person Responsible	Deborah Minkle
Schedule	On 08/22/2014
Evidence of Completion	Go Noodle posted in flow of day and walk through data collection

Plan to Monitor Fidelity of Implementation of G3.B3.S1	
Walk throughs with a lens on engagement and PLC feedback.	
Person Responsible	Johnnie Crawford
Schedule	Biweekly, from 09/05/2014 to 04/30/2015
Evidence of Completion	teacher feedback and IPI data (research based engagement collection tool)

Plan to Monitor Effectiveness of Implementation of G3.B3.S1	
Levels of proficiency will increase from each testing cycle	
Person Responsible	Malone Denise
Schedule	Every 6 Weeks, from 09/29/2014 to 07/31/2015
Evidence of Completion	Proficiency levels of common assessments in reading, math, science for grades 3-5, and FAIR Data as collected and posted in data room for SBLT and PLC discussions

G3.B3.S3 Provide research based strategies to help students engage in their own learning

Strategy Rationale

If core instruction is engaging and utilizes research based strategies then students will be able to connect to new learning and have an easier time adding new knowledge throughout the learning of content benchmarks and Florida Standards

Action Step 1	
Use of new Science Student Learning Activity Guides in grades 3 thru 5 to actively engage students in learning of science at a higher level of thinking	
Person Responsible	Julie Jones
Schedule	Biweekly, from 09/01/2014 to 04/03/2015
Evidence of Completion	SLAGS (Student Learning Activity Guides) usage in all 3-5 classrooms

Action Step 2	
Evidence of the 8 Standards for Mathematical Practice included in every lesson which will engage students in their learning of math benchmarks	
Person Responsible	Julie Jones
Schedule	Weekly, from 09/16/2014 to 05/19/2015
Evidence of Completion	Uploaded lesson plans and bi weekly walk thru with a lens on mathematical practices outlined by the Math dept.

Plan to Monitor Fidelity of Implementation of G3.B3.S3	
Walk through of 3-5 classrooms with a bi-weekly lens on use of SLAGS	
Person Responsible	Julie Jones
Schedule	Biweekly, from 09/08/2014 to 05/01/2015
Evidence of Completion	SLAGs incorporated into student science journals and in coordination with Science benchmarks being taught in alignment with curriculum calendar provided by the Science Supervisor.

Plan to Monitor Fidelity of Implementation of G3.B3.S3	
Download lesson plans with a lens to look for mathematical practices within those plans	
Person Responsible	Julie Jones
Schedule	Weekly, from 09/16/2014 to 05/19/2015
Evidence of Completion	Alignment of mathematical practices in the math lessons that are posted on a weekly basis.

Plan to Monitor Effectiveness of Implementation of G3.B3.S3	
Science Common Assessments after each Unit of Study	
Person Responsible	Julie Jones
Schedule	Quarterly, from 11/03/2014 to 03/06/2015
Evidence of Completion	Correlate usage of SLAGs with student performance in classrooms and then finally in comparison to 5th grade FCAT 2.0 results in Science

Plan to Monitor Effectiveness of Implementation of G3.B3.S3	
Correlation of math results as determined by math common assessments provided by district and use by teacher (grade level) of mathematical practices as defined by the district to be used on a daily basis.	
Person Responsible	Julie Jones
Schedule	Quarterly, from 10/24/2014 to 05/22/2015
Evidence of Completion	Highlighted lesson plans denote use of mathematical practices and data results on common assessments by teacher and grade

G4. Lynch Elementary will increase social and emotional supports for African American Students in order to decrease suspensions and disciplinary incidents.

G4.B1 Parental involvement, student motivation, teachers knowledge and skills (cultural proficiency)

G4.B1.S1 Implement 5000 Role Model mentor program

Strategy Rationale

If we ensure that all African American males have positive role models and social emotional support in the educational environment we will decrease disciplinary incidents and increase student achievement.

Action Step 1	
Person Responsible	
Schedule	
Evidence of Completion	

Professional Development

For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Professional Development Table coming soon

Budget Rollup

Budget summary data as entered into the Problem Solving section of this plan:

Budget Rollup Table coming soon