Pinellas County Schools

Lynch Elementary School

2019-20 School Improvement Plan

Table of Contents

Lynch Elementary School

1901 71ST AVE N, St Petersburg, FL 33702

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

Demographics

Principal: Cynthia Kidd D

Start Date for this Principal: 7/1/2016

2018-19 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: C 2016-17: C 2015-16: C 2014-15: B 2013-14: D
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	N
Year	A

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

We will prepare every student for college, career and citizenship by providing quality educational experiences and integrating literacy through all disciplines.

Provide the school's vision statement

100% Student Success

School Leadership Team

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

Name	Title
Kidd, Cynthia	Principal
Principal	
Jones, Julie	Assistant Principal
Assistant Principal	
Bigler, Jennifer	Other
Other	
Pierce, Jennifer	Other
Other	
Arostegui, Ruth	Teacher, K-12
Teacher, K-12	
Chapman, Michael	Other
Other	
Ryals, Selina	Guidance Counselor
Guidance Counselor	
Bonilla, Eileen	Psychologist
Psychologist	
Ellwood, Katelyn	Attendance/Social Work
Attendance/Social Work	
Roegiers-Jensen, Alexis	Teacher, ESE
Teacher, ESE	
Massie, Meghan	Teacher, K-12
Teacher, K-12	
Couillard, Sandra	Teacher, ESE
Teacher, ESE	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	54	95	81	102	88	90	0	0	0	0	0	0	0	510
Attendance below 90 percent	0	20	9	17	18	20	0	0	0	0	0	0	0	84
One or more suspensions	2	0	4	3	1	0	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	0	0	5	6	4	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	5	25	33	0	0	0	0	0	0	0	63

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	4	3	10	12	14	0	0	0	0	0	0	0	43

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

31

Date this data was collected or last updated

Saturday 7/20/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	24	15	25	25	32	30	0	0	0	0	0	0	0	151
One or more suspensions	2	0	3	3	2	1	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	0	0	5	6	4	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	29	34	27	0	0	0	0	0	0	0	90

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	3	1	0	15	13	9	0	0	0	0	0	0	0	41

Part II: Needs Assessment/Analysis

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

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	54 (0)	95 (0)	81 (0)	102 (0)	88 (0)	90 (0)	510 (0)
Attendance below 90 percent	0 ()	20 ()	9 ()	17 ()	18 ()	20 ()	84 (0)
One or more suspensions	2 ()	0 (0)	4 (0)	3 (0)	1 (0)	0 (0)	10 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	5 (0)	6 (0)	4 (0)	15 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	5 (0)	25 (0)	33 (0)	63 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	53%	56%	-3%	58%	-5%
	2018	53%	53%	0%	57%	-4%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	39%	56%	-17%	58%	-19%
	2018	45%	51%	-6%	56%	-11%
Same Grade Comparison		-6%				
Cohort Comparison		-14%				
05	2019	58%	54%	4%	56%	2%
	2018	52%	50%	2%	55%	-3%
Same Grade Comparison		6%				
Cohort Comparison		13%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	59%	62%	-3%	62%	-3%
	2018	36%	62%	-26%	62%	-26%
Same Grade Comparison		23%				
Cohort Comparison						
04	2019	60%	64%	-4%	64%	-4%
	2018	53%	62%	-9%	62%	-9%
Same Grade Comparison		7%				
Cohort Comparison		24%				
05	2019	54%	60%	-6%	60%	-6%
	2018	55%	61%	-6%	61%	-6%
Same Grade Comparison		-1%				
Cohort Comparison		1%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	53%	54%	-1%	53%	0%
	2018	69%	57%	12%	55%	14%
Same Grade Comparison		-16%				
Cohort Comparison						

Subgroup Data

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 2016-17	C & C Accel 2016-17
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				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	43	52	31	37	46	27	62				
ELL	29	25		29	23						
ASN	56	45		69	55						
BLK	41	42	18	33	42	30					
HSP	38	48		36	48		80				
MUL	63	40		65	64						
WHT	54	50	46	52	55	28	71				
FRL	49	42	33	45	52	25	64				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	472
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	53
Students With Disabilities Subgroup Below 41% in the Current Year?	NO

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	66
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	57
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	52
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	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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

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	59
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	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component with the lowest performance was the school's ELA proficiency rate of 52% up by one from last year (51%). In comparison to last year's ELA data; the increase was not significant. The school's trend performance of MAP/FSA data suggests lack of differentiation and rigor to meet the needs of ALL learners. Teachers still require additional professional development with grasping the standards. Much work was put into the writing component but, ELA instruction has to be a balance/integrated approach to better improve student achievement. When planning intervention groups it should be data driven and intentional to meet the vast majority of student academic levels. Additional support in 4th grade is needed due to a steady decline (45% to 39%) in student performance. Grade level vertical articulation and collaboration embedded into teacher planning sessions would provide teachers with insight into standards progression and some of the tools needed to increase ELA scores in ALL grades.

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

Science data declined from 70 percent proficiency to 54 percent proficiency. The following variables need to be monitored to increase the declining science performance;

1) Teaching of science daily in ALL grades
2) Adhering to the pacing guide to keep on schedule of units to be taught
3) Enhancing students' vocabulary knowledge
4) Ensuring all science lessons were standards based for ALL grade levels
5) Providing continuous student feedback in science journals
6) Utilization and monitoring of science lab for all grades
7) Utilization and monitoring of science diagnostic provided by the district (3rd and 4th grade standards)

Science instruction and delivery in grades 3rd and 4th need to be monitored

continuously throughout the year. Data gathered from science formative assessments and walk thru supports the need for monitoring. An ongoing progress monitoring system would support grade 5th teachers and ensure students are receiving a solid foundation in science instruction.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Grade fourth ELA had the greatest gap (39% school/56 district/58% state) when compared to the district/ state's average. Grade fourth consisted of five teachers with three teachers being new to the grade level. The team consisted of two teams and one self contained classroom. Two teachers needed additional support in understanding the full depth of the standards. Data from September/January MAP was evidence that support and additional interventions were warranted in grade fourth. The School Based Leadership Team analyzed data and collaborated as a team for a researched based method to improve instruction and student achievement. Additional interventionists were assigned to grade 4 concentrating on L25 and ELL. Based on data further approaches are needed:

1) Support needed for ALL students not just L25 and ELL
2) Time for interventionists to collaborate and plan to include ESE teachers
3) Uniformity in administering interventions
4) Utilizing ongoing bi-weekly assessments to make instruction fluid in intervention groups
5) Additional Professional Learning Community time for teachers in grade level 4 to analyze data/student product and work on plan for improvement(Teacher buy-in)
6) Implementation of planning in a timely and consistent manner
7) Alignment of ALL resources (Hourly Teacher,Gifted Teacher,ELL Teacher)
8) Purposeful student grouping

Implementation and monitoring of the above factors would provide additional support to boost ELA teacher's pedagogy and student performance in grade fourth.

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

Math learning gains showed the most improvement (53% to 69%). This year our school was part of Math Teacher Leadership Institute Cohort year 2. The team consisted of a primary and intermediate teacher, and principal. Throughout out the year the team analyzed data, collaboratively planned, and assisted other colleagues with math instruction. The school used a part-time site based math coach to assist with the professional development and learning. The team along with grade 4th and 5th teachers of mathematics, analyzed individual student assessment data and deployed ongoing differentiation during math intervention block. This design of work afforded teachers and students with additional support. Each month school-wide collaborative planning was set-up to allow ample time for ALL teachers to study standards,plan, analyze data/ student work to plan accordingly to meeting individual student needs. With additional resources planning sessions were facilitated by teacher leaders, site based coach, and administration. Teachers utilized opportunities to teach and critique math lessons of peers. This system was a fluid (grouping was flexible) allotting students an opportunity to have access to reteaching, practice, and challenging tasks. Grade 3 teachers received intense work facilitated by site-based coach on unpacking standards,analyzing data for instruction, and rigor rich tasks. This method of work also assisted in increasing L25 math gains from 29% to 58%.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

We need to improve attendance rate of students below 90% as well as decrease the number of level 1 students. Working on school-wide climate and culture will help build and sustain relationships with families so that they understand the importance of having their child in school.

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

1. Improve ELA proficiency rate from 52% to 62%.
2. Increase science proficiency rate to 70%.
3. Improve attendance rate so that only 20% of the students total are below the 90%
4. Increase the number of level four and five students so that 30% of the students tested will fall into this category.
5. Decrease the number of ODR and OSS with full alignment of restorative, PBIS, and SEL school-wide.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA/Reading Goal
Rationale	Our current level of performance is (52%) as evidenced in FSA. The problem/ gap is occurring because lack of meeting the needs of all students. If differentiation/rigor would occur, the problem would be reduced by 10%.
State the measureable outcome the school plans to achieve	The percent of all students achieving ELA proficiency will increase from 52% to 62% and maintain learning gains and L25 gains, as measured by FSA.
Person responsible for monitoring outcome	Julie Jones (jonesjuli@pcsb.org)
Evidence-based Strategy	Support staff to utilize data to organize students to interact with content manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	This year our ELA proficiency score for all students did not significantly increase. We continue to struggle with improving the proficiency rate in grade 4th. Data(MAP/FSA) suggests there is a need to provide more frequent sessions for collaborative planning with an emphasis on differentiating and increasing the rigor for all students. It is evident this work needs to be done through a balance approach of writing and reading aligned to the standards. ESE and ELL pull-in resources would be accountable for aligning this work to meeting individual student needs.
Action Step	
Description	1. Teachers will collaboratively plan each week with grade level team using instructional strategies that encourage peer collaboration with specialty teams(ESE/ELL) along with administration. 2. Teachers will participate in data checks every six weeks with administration to review standards' mastery and determine next steps for instruction. 3. Develop teacher understanding of ELA data and work within PLC's,collaborative planning, and data chats to analyze student work, review standards with which students who are struggling and create corrective teaching plans to be used during core and intervention to help students master the standards. 4. School Based Leadership Team (SBLT) will monitor Tier 1 progress on MAP. 5. Schedule and conduct instructional rounds for instructional staff utilizing Marzano Focused Model. 6. Classroom structure will support in accessing grade level complex text and rigorous tasks.
Person Responsible	Julie Jones (jonesjuli@pcsb.org)

#2	
Title	Mathematics Goal
Rationale	Our current level of performance is 58%, as evidenced in FSA. We expect our performance level to be 68% by the end of the 2020 school year. The problem/gap is occurring because of lack of alignment of instruction to the cognitive complexity of the standard. If alignment of the standards to instruction would occur, teachers would be more adept at understanding key learning at their grade levels and develop learning progressions in alignment with the entry point of their grade level standards; and the problem would be reduced by 10%.
State the measureable outcome the school plans to achieve	The percent of all students achieving math proficiency will increase from 58% to 68% and maintain learning gains and L25 gains, as measured by FSA.
Person responsible for monitoring outcome	Cynthia Kidd (kiddc@pcsb.org)
Evidence-based Strategy	Enhance staff capacity to identify critical content from the standards in alignment with district resources. Strengthen staff ability to engage students in complex tasks.
Rationale for Evidence-based Strategy	This upcoming year, Lynch Elementary will be entering year three of the Math Institute. Two teacher leaders have emerged from this cohort. The expertise of principal and teacher leaders will be used in lieu of a site-based mathematics coach for planning, collaborating, and providing support to colleagues in mathematics. This process will help to build and sustain capacity at school level.
Action Step	
Description	1. Use of primary and intermediate math leaders to assist colleagues with rich mathematical tasks. 2. Provide professional development to assist teachers with alignment of instruction to cognitive complexity of the standard. 3. Plan lessons with teachers to support small group instruction. 4. Teachers will monitor the progress of students through the use of formative assessments and MAP data and participate in data checks every six weeks with administration to review standards' mastery and determine next steps for instruction. 5. Feedback, through iobservation and implementation of lesson plans by administration.
Person Responsible	Cynthia Kidd (kiddc@pcsb.org)

#3	
Title	Science Goal
Rationale	Our current level of performance is 54%(2019), a decrease from 70% (2018), as evidenced by FSA. We expect our performance level to be 70% by the end of the 2020 school year. The problem/gap is occurring because of pacing of content to be taught in a timely manner and development of science vocabulary. If pacing is consistent school-wide and vocabulary is deepen at all grade levels, the problem would be reduced by 15%.
State the measureable outcome the school plans to achieve	The percent of 5th graders achieving science proficiency will increase from 54% to 69% as measured by FSA.
Person responsible for monitoring outcome	Julie Jones (jonesjuli@pcsb.org)
Evidence-based Strategy	Systematically and routinely use data to guide instructional decisions and meet students' learning needs.
Rationale for Evidence-based Strategy	•Utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and include appropriate grade level utilization of science labs in alignment to the 1st – 5th grade standards. •Develop, implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th Grade Diagnostic Assessment.
Action Step	
Description	1.Slags with fidelity 2. Administration and lab managers will monitoring of fidelity of science curriculum being taught at all grade levels. 3.Teachers will incorporate STEM lessons/Activities into science lesson plans. 4. Teachers will monitor science assessment data and plan for next steps utilizing the 5. Use of technology to create "Gaming" for activities for vocabulary development. 6. Monitor use of science vocabulary at every grade level 7. Incorporate inventions groups, based on data, during science block to address unfinished learning. 8. All grade levels participate twice a year in Mad Science opportunities utilizing this program is great way to align enrichment activities to grad level standards.
Person Responsible	Julie Jones (jonesjuli@pcsb.org)

#4	
Title	Attendance
Rationale	Our current attendance rate is 90%. We expect our performance level to be 95% by the end of each month. The problem is occurring because of lack attendance policies being implemented with fidelity. If the attendance process is implemented the problem would be reduced by 10%. The Child Study Team(CST) will analyze and review data for effective implementation of our strategies during bi-weekly meeting.
State the measureable outcome the school plans to achieve	The number of all students missing more than 10% will decrease from 84 (14.9%) students to 70(12.4%) students as evidenced by attendance dashboard data.
Person responsible for monitoring outcome	Cynthia Kidd (kiddc@pcsb.org)
Evidence-based Strategy	Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
Rationale for Evidence-based Strategy	It is vital that students attend school each day as it is a direct correlation to student achievement. Students in grades 3rd -5th accounted for attendance rate was more than half of the total number of students missing 10% or more of school.
Action Step	
Description	1. Create resource map for teachers of attendance resources, interventions and incentive at our school to support increased attendance for each Tier. 2. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of their child being in school on a daily basis. 3. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes(e.g) pending entries cleared). 4. Data collection and problem solving process completed quarterly by SBLT team facilitated by social worker. 5. The CST will develop and implement attendance incentive programs and competitions. 6. Ongoing communication with parents in regards to repeated absences.
Person Responsible	Katelyn Ellwood (ellwoodk@pcsb.org)

#5	
Title	Healthy Schools
Rationale	Increase from a silver status (5 modules) recognition to gold status(6 modules) as measured by criteria Alliance for Healthier Generations' Healthy Schools Program framework.
State the measureable outcome the school plans to achieve	Lynch Elementary will continue to seek gold status. The following activities will be aligned to ensure all stakeholders are following through with guidelines for Healthier Generation: 1) PBIS activities 2) PTA Functions 3) Student Rewards generated by classroom teacher 4) Cafeteria lunches/snacks
Person responsible for monitoring outcome	Mellisa Russell (russellme@pcsb.org)
Evidence-based Strategy	To decrease student absences and maintain the well-being and mental state of students therefore increasing student achievement for ALL.
Rationale for Evidence-based Strategy	The goal is for Lynch Elementary School to obtain the status of gold and for teachers to infuse healthy habits into daily routines and curriculum for all students.
Action Step	
Description	1.Continue to attend healthy school district supported professional development. 2. Monthly awareness tips shared with staff during monthly staff meetings. 3. Speakers to visit and share with staff in regards to mental health/healthy eating/exercise. Utilize resources from PE, EAP, and Student Services. 4. Align of activities and plan with PTA. 5. Lynch Elementary will continue to host monthly meetings for the Wellness Team to support purposeful health education in all areas Physical /Mental/Social Emotional Healthy eating habits. 6. A Community Garden between Lynch Elementary and City of St. Petersburg will be on school campus to be utilized by school and community.
Person Responsible	Mellisa Russell (russellme@pcsb.org)

#6	
Title	Family and Community Involvement
Rationale	Our school will provide academic tools to all families in support of their students' achievement at home. This work with school and home will increase student achievement.
State the measureable outcome the school plans to achieve	The percent of all students achieving proficiency in ELA and Math will increase to 60% as measured by FSA.
Person responsible for monitoring outcome	Jennifer Pierce (piercej@pcsb.org)
Evidence-based Strategy	Intentionally build positive relationships with families and community partners.
Rationale for Evidence-based Strategy	Our goal is to purposefully involve families with opportunities to advocate for their students and be a part of the learning process and celebrate student academic success with school and community.
Action Step	
Description	1. Parent/family meetings to communicate school and classroom processes and procedures. 2. Streamline family engagement efforts that are results-oriented(linked to learning), by confirming families practice new tips or tools;learn new tips to support their child at home;share knowledge about their child to teacher. 3. Provide families with academic tools/resources on a regular basis. 4. Provide parents/families opportunity to attend workshops and trainings, join webinars and organizations(PTA) that promote parent advocacy. 5. Increase positive interaction with parents/families on a regular basis. 6. Build and maintain community partnerships with the following: First Baptist Church, Fossil Recreation Center,Friends of Lynch Elementary, and City of St. Petersburg.
Person Responsible	Jennifer Pierce (piercej@pcsb.org)

#7	
Title	Bridging the Gap
Rationale	Bridging the Gap with Equity for ALL: Black Students achieved 57% on ESSA data an increase from previous year and above Federal requirements index. Teachers will utilize culturally relevant teaching strategies ensuring that content and materials reflect diversity of the classroom. Work will continue on ensuring black students are participating in extended learning opportunities and before and after school extended school year programs through recruitment and targeted resources...Gifted/STEM/National Honor Society.
State the measureable outcome the school plans to achieve	Black students will continue to make gains increasing student from 57% to 62% as measured by FSA.
Person responsible for monitoring outcome	Cynthia Kidd (kiddc@pcsb.org)
Evidence-based Strategy	Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music an movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. Ensure black students are participating in extended learning opportunities before and after school in extended school year programs through recruitment and targeted resources.
Rationale for Evidence-based Strategy	To increase student achievement and build relationships Increase involvement School climate/culture Improvement Increase in ELP tutoring services
Action Step	
Description	1. Continue ensure opportunity is available to be involved in extra-curricular activities. 2. Alignment of literature to include culture. 3. Seeking opportunities for advancement in Gifted Program and National Honor Society. 4. Establishing 5000 Role models and continuing work with Girlfriends. 5. Paring of mentors
Person Responsible	Cynthia Kidd (kiddc@pcsb.org)

#8	
Title	Conditions for Learning
Rationale	Establish and maintain a positive school climate and culture that includes all stakeholders.
State the measureable outcome the school plans to achieve	The number of all referrals received by students will decrease from 175 referrals to 123 referrals as measured by school-wide discipline data.
Person responsible for monitoring outcome	Jennifer Bigler (biglerj@pcsb.org)
Evidence-based Strategy	Support the development and/implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to process and procedures.
Rationale for Evidence-based Strategy	Strengthen the implementation of research based strategies(PBIS,RP, and SEL) that communicate high expectation for each student.
Action Step	
Description	1. Continue school-wide work with RP/SEL/PBIS infuse with all students and staff. Devise a plan to include parental and community involvement. 2. Apply for PBIS status of Silver School Recognition. 3. Monitor and support for implementation and fidelity (ongoing walk thru stoic). 4. Update school-wide plan on a monthly basis/celebrate areas of growth and update strategies for areas of improvement. 5. School-wide implementation of equity practices to meet the needs of students behaviorally and academically.
Person Responsible	Jennifer Bigler (biglerj@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

NA

Part V: Budget

1	III.A	Areas of Focus: ELA/Reading Goal				$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	612-Library Books for Existing Libraries	1421 - Lynch Elementary School	School Improvement Funds		$1,500.00
			Notes: Allocation of $1500.00 will go to build our classroom libraries. These libraries need updating and the focus will be on matching books to our culture of our school. This will ensure that we are building culturally relevant classrooms by			

			supporting with materials to enhance teaching strategies. This will also build the stamina and interest of students to engage in more reading.			
2	**III.A**	**Areas of Focus: Mathematics Goal**				**$0.00**
3	**III.A**	**Areas of Focus: Science Goal**				**$820.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	530-Periodicals	1421 - Lynch Elementary School	School Improvement Funds		$820.00
			Notes: Periodicals will be ordered to support 5th grade science to enhance classroom instruction. Focus will be designed so students can take home with lesson from classroom first. This also supports our parent involvement efforts.			
4	**III.A**	**Areas of Focus: Attendance**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	500-Materials and Supplies	1421 - Lynch Elementary School	School Improvement Funds		$500.00
			Notes: This amount will be used to purchase incentives to promote attendance with a focus on students who are in the early warning system. We will create a weekly program so we can track the effectiveness of the incentives.			
5	**III.A**	**Areas of Focus: Healthy Schools**				**$0.00**
6	**III.A**	**Areas of Focus: Family and Community Involvement**				**$0.00**
7	**III.A**	**Areas of Focus: Bridging the Gap**				**$0.00**
8	**III.A**	**Areas of Focus: Conditions for Learning**				**$0.00**
					Total:	**$2,820.00**