School Improvement Plan
2017-18

Lynch Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal: Cynthia Kidd	SAC Chair: James Cady

School Vision	100% Student Success

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

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
614	5.60	12.07	14.22	5.32	62.79	0.0

School Grade	2017: C	2016: C	2015: B	Title 1 School?	☒ Yes	☐ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	57	47	58	54	62	50						
Learning Gains All	53	47	48	50								
Learning Gains L25%	50	39	38	37								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Cynthia	Kidd	FT	1-3 years
Assistant Principal	Julie	Jones	FT	4-10 years
MTSS Coach	Jennifer	Bigler	FT	4-10 years
Literacy Coach	Donna	Logan	FT	4-10 years
Teacher	Jennifer	Adcock	FT	4-10 years
Teacher -ESE	Tiffany	Bell	FT	1-3 years
Teacher	Ruth	Arostegui	FT	4-10 years
Guidance Counselor	Selina	Ryals	FT	1-3 years
School Psychologist	Eileen	Bonilla	FT	1-3 years
ELL Teacher	Heidi	Colbeck	FT	1-3 years
Total Instructional Staff: 55		Total Support Staff: 25		

School Culture for Learning

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Lynch Elementary School utilizes a school wide behavior positive behavior support disciplining model that encompasses school-wide expectations and rules, consequences, and rewards.   =Team Circles **(Committee In Restoring Community at Lynch Elementary School/PBIS Team)** meets bi-monthly to analyze discipline data. During the planning stages, the team collaborates on school-wide student and staff celebrations along with Tier 2/Tier 3 positive supports.   Lynch Elementary five guidelines for Success are:
1) Be responsible for your actions
2) Be a rule follower
3) Be respectful to self, others, and their property
4) Be safe and civil to others
5) Be honest and trustworthy
Ongoing collaboration is held throughout the year, with merging work of the School Based Leadership Team (**SBLT**) and Team **CIRCLES**. As data are analyzed and adjustments (fidelity checks) are made to ensure supports are in place for a safe, secure and healthy learning environment for students and staff. Signage is be displayed with school-wide expectations and rules throughout the school in classrooms and common areas.
We ensure faculty commitment to our school's behavior system by keeping the faculty aware of behavior problems across campus through monthly data sharing. Also, through participation in staff meetings, PLCs, and CIRCLES, faculty are involved in establishing and reviewing goals. They are able to provide feedback throughout the year in various ways. Some of which are the BOQ and PBS surveys.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

We will begin the year with the entire staff training on our PBIS system, ensuring common language school-wide. Each month, the CIRCLES Team will send out lessons aligned to the school's Guidelines for Success for the staff to use to reinforce behavior expectations. Each month a specified number of Lion tokens will be distributed to staff to give out to students. Staff will record the number of lion tokens dispersed and which guideline the student received the token for; this information will be analyzed by School Based Leadership Team to track the school's Tier I process. School-wide rules will be developed during preschool training to ensure equity amongst all staff.   Teachers will complete the process by creating an additional rule for their classroom with student input. The School Based Leadership Team and **CIRCLES** will meet monthly as a team to ensure the process is equitable and ongoing feedback and adjustments are part of the process.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Team **CIRCLES** will host monthly recognition of students who display the character trait. CIRCLES will also conduct monthly trainings to increase use of restorative practices school-wide. Discipline data will be monitored by **School Based Leadership Team**. Students who receive multiple incident/referral infractions will receive support through the Tier 2 process. Interventions at Level 2 will include the following:
1) Student mentoring through Lunch Pals
2)   Staff Lion mentors
3) Small groups /guidance counselor, behavior specialist, social worker, school psychologist
4) Social skills training
5) Goals designed for specified behavior

Students identified for Tier 3 will receive additional support that will include the following:
1) PBIP or FBA
2) Individualized student surveys for student interest
3) Reteaching of replacement behavior
4) Survey data from Advanc Ed, Title I

In addition, our guidance counselor will provide monthly classroom lessons based on core needs. Our social worker, school psychologist and guidance counselor will conduct weekly small group lessons for tier 2 and 3 needs. The teachers also receive weekly snippets on social emotional learning to help enhance their tool box support.

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

The problem solving process is a collaboration between teachers and School Based Leadership Team. We use the problem solving process. Data are gathered from an observation of the student in class. We look for positive to negative ratios, consistency with the schoolwide and classroom behavior plan, and try to determine triggers to the behavior. We then meet with the teacher to summarize the observation and receive additional insight into the student. An interest survey is conducted with the student, and a behavior plan focusing on positive rein forcers is implemented and monitored. A student may be connected with an additional adult at school (mentor/ role models) to receive additional positive support as indicated. Student behavior data is collected and the plan is continually updated, intensified ort decreased depending upon student need.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

Weekly PLCs to analyze data from early warning system (attendance, referrals, tardies, retentions, social histories) to provide additional support and resources to students. Weekly problem solving /collaboration of SBIT team compromising of Social Worker, Behavioral Specialist, MTSS, School Psychologist, Guidance Counselor, ESOL Liaison, Diagnostician, and Principal. The formation of this team's effort will ensure intensive supports are provided in a timely manner and delivered to fidelity based on individual student needs. This information is shared with teachers and SBLT. Compiling of this data will ensure Tier 2 and Tier 3 supports are documented and monitored for student progress…this work would also include data /strategies from the school's Child Study Team (CST). CST will meet bi-monthly to address students that have missed 10% or more of school and look for trends of why students are not attending school. PSW for Attendance quarterly will be used to assist with problem solving to determine the most common reasons/barriers students miss school. CST will be meeting to create monthly grade level attendance incentives.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

School leadership shares the vision, with all stakeholders and monitors the expectations and success for all students.   Through lesson plans, ongoing formal and informal observations, professional development, embedded coaching, PLCs and data chats our administrators will ensure that high expectations are in place for all students.   We will be utilizing the Marzano Framework of instruction to provide feedback to teachers in regards to expectations and areas in need of improvement.

⬡ **School Culture, Climate / SWBP / Key Goals and Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
Goal: By May 2018, teachers will increase student engagement by 10% by incorporating culturally relevant lessons that are student-centered.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide PD on engaging students and building cultural awareness/MTSS coordinator ongoing STOIC walk throughs.	Cynthia Kidd, Julie Jones, Jennifer Bigler, and Michael Chapman
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: By May 2018, we will decrease our black/non-black achievement gap by 10%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
PD on Cultural awareness/Cultural responsive teaching. Incorporating school-wide literature conducive to ALL cultures in school: Classroom libraries and Book of the Month.	Cynthia Kidd, Julie Jones, and Heidi Colbeck
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
Goal: Reduce the disparity of referrals between black and non-black students by 20%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Implementation of re-entry strategies to the classroom through restorative practice	Cynthia Kidd, Jennifer Bigler, Selina Ryals, Jennifer Adcock, and Ruth Arostegui

Standards-Based Instruction for Learning

Connections: **District Strategic Plan** ●**Goals 1,2,4,5**
Marzano Leadership ●**Domain 1,2,3,4**

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What <u>successes</u> have you seen to date? What data did you review to measure your success?

This past school year our school utilized learning goals and scales that were aligned to the standards. Professional Development was conducted on the creation and use of these scales in the classroom at the start of the school year and through embedded PD during collaborative planning and PLCs.   Our school will follow the guidelines provided through the district with all curriculum subjects so that we are in alignment with state standards. Our engagement has increased over the past years as teachers learn about active engagement in relation to compliant engagement. Teachers will continue to have professional development on the Marzano framework of instruction and a focus will be on the higher levels of taxonomy in order for students to be engaged in academic rigor and have measurable success. We will use district assessments; walk through feedback and Marzano indicators to monitor.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key <u>areas for improvement</u> in your school? What data did you review in reaching these conclusions?

The key area of improvement is to know students where are academically based on standards and push toward higher proficiency levels and gains. One area of improvement is in working with teachers to increase on unpacking the standards and creating lessons aligned to the rigor of the standard. We found its imperative for all teachers to understand the depth of the standard to design lessons that are rigorous in content. Another area of improvement is on the use of formative assessments and ongoing progress

monitoring for both mathematics and reading. During our data chats, we have discovered that intense ongoing monitoring is not being implemented in a manner to improve student achievement in a timely manner and change the course of instruction if needed to ensure all students are being monitored for academic success.   As a school, learning gains in reading and mathematics are flat lined. We will work with a focus on increasing rigor and complexity to have a greater impact on student achievement.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

   Work was done to design formative assessments per grade level, but a school-wide initiative is needed to move students to becoming proficient. Staff use formative and informative data on a daily basis to gage where students are in performance. Common Assessment data was reviewed by SBLT for next steps.   An emphasis was placed on differentiation instruction in both CORE and intervention block, to close achievement gaps.   Data chats were held. It was determined the data chats frequency must be increased in order to allow ample time to reteach and plan for intervention. Staff will need to adjust and find ways to re-teach and build on previous knowledge and new knowledge in continuing standards of teaching. The staff will work as teams to move all students to higher levels of achievement.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Our overall focus is that all students make gains in their learning. We look at all students and where they are in data performance, but we will have a tighter focus in 2017-2018 on progression throughout the year for all students, rather just maintaining current level. Our guidance counselor and ESE teachers, articulates with our Middle Feeder Schools to determine which program if applicable will best meet the needs of our outgoing fifth graders. For kindergarten transition, we host an annual Kindergarten Round-Up in January, inviting all incoming kindergarten students at neighboring schools to meet the teachers, learn about kindergarten curriculum, and tour our school.

⬡ **Standards-Based Instruction / Key Goals and Strategies**

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Implement culturally responsive instructional practices in classrooms such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to increase student engagement and proficiency percentages.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Administration attends PLCs, planning sessions, monitoring lesson plans, ongoing professional development and instructional walk throughs	Principal, Assistant Principal, MTSS Coach, Literacy Coach, Teacher leaders
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Formative assessments are created and used to measure mastery of individual grade level standards in a systematic way across ELA, math, and science.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teacher pre and posttest data are submitted biweekly via one drive so that data can be monitored and discussed during data chats. Formatives are attached to teacher lesson plans. This ensures they are planned,	Principal, Assistant Principal, MTSS Coach, Literacy Coach,

purposeful and monitored. These assessments were created using both the standards and test specs (when available) to ensure they align to the rigor of the standards.	Teacher leaders, student services team

Collaboration for Professional Growth

Connections: **District Strategic Plan   ●Goals 1,2,4,5**
Marzano Leadership   ●Domain 2, 4

11. Describe your school's efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference <u>specific lessons or growth areas</u> found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

We want our staff to be collaborative with a growth mindset to improve teacher pedagogy and high student achievement for all students. According to the 16/17 AdvancED this is evident to our staff as 90% believe the school leaders regularly evaluate to improve teaching and learning and 82% state leaders ensure all staff members use supervisory feedback to improve student learning. The survey indicates the need for additional work to be done to improve teacher participation in PLCs formally and informally to allow for collaboration. It also indicates the need for more training and developing of teacher leaders to assist in building capacity to support staff members with this work.

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

The collaboration schedule includes time weekly (PLCs rotation) for teams to meet with the literacy coach or math team to plan for instruction and review student work with the student work protocol. The work of the teams during PLCs is data driven and culminating at end of each testing cycle are data chats held with Administration. Teachers meet formally with SBLT to discuss formally interventions for struggling students. At the end of each month, all teachers congregate to discuss work at a formal faculty meeting.

⬡ Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

During the course of the year, the focus of in school professional development focused on professional development in the use of Marzano framework. We will continue this professional development with a lens on standards and rigorous instructional practices hone in on DQ3 and DQ4. We will continue to strengthen efforts in providing consistent differentiated instruction in all subject areas and to spiral back to areas in need of improvement with students when trying to keep pace with curriculum expectations of teaching. We will continue our work with reading focusing on providing differentiated interventions to narrow the achievement gap. This work will be ongoing throughout the school year. Next steps also include utilizing test specifications to assist with planning math, using different resources (not just textbook driven), and assessments. Teachers will use the MFAS tasks not only as pre assessments but also as instructional tools during intervention.

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Restorative Practice	Pre-School	All staff, teachers	Initial Implementation
PBS/CHAMPS	Pre School	Staff	Alignment of PBS and Restorative Practice with student expectations/school-wide rules
Marzano Framework DQ 3 and 4	Fall-Spring	Instructional staff	Helping teachers to deepen new student knowledge
IRLA	Fall-Spring	Grade 3rd Stars Teacher/1st and 2nd grade teachers/VE ESE Teachers/ELL teachers	Assist in narrowing the academic gap in reading
Cultural Responsive Instruction	Fall-Winter	Instructional Staff	Provide an instructional model that ensures rigorous , culturally relevant instruction for all students
Learning Boards Mathematical Effective Teaching Practices	August-October	Teachers 1st-5th	Establishing mathematical goals to focus learning Pose purposeful questions Elicit and use of evidence of student thinking
MAP Training	September	Teachers 1st - 5h Grade	Teachers become with tool used to assess student progress to inform instruction
Formative Assessments and Literacy Standards	Fall-Winter	Teachers in Grades 3rd -5th	Teachers learn to study/unpack standard to write assessments/questions specs to monitor student progress of standards
Monitoring through data collection	Fall -Spring	Instructional staff	Teachers will have an understanding of what monitoring looks like within the various elements of Marzano. This will assist with adjusting lessons to meet the needs of students.

Family and Community Engagement

Connections: **District Strategic Plan ●Goals 1,3,6,7**
Marzano Leadership   ●Domain 4, 5, 6

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific <u>lessons or growth areas</u> found from a review of your school's AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

> Based on Title I survey and ADVancED survey, parents are pleased with the educational supports that are provided by Lynch Elementary. One area of improvement is effectively communicate school goals and activities more frequently with parents to enhance student growth for all students. Beyond the survey, parents indicate they like being informed through Connect-ED, monthly newsletters, and school functions. This year we will be implementing "All Pro Dads" to further our efforts involving families with achieving our goals. We have begun to identify different avenues to engage all cultures represented in our school population. We started a multi-culture fair (Hispanic Families) last year and we will broaden the work to include more cultures and families this upcoming year.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

> Through our Kindergarten Transition, we share expectations and materials to help prepare students and parents for Kindergarten academically and socially. We also celebrate reading with Lynch families and increase student achievement by providing reading material and material reviewing district expectations. Spring Fling is an opportunity to increase student achievement by highlighting curriculum and student work across curricular. On-going communication efforts include a monthly newsletter, midterm progress reports 4 times a year, parent conferences 2 times a year, nightly agenda books, phone calls home, SAC and PTO meetings throughout the year and surveys to gauge success and plan for improvement. We will also host family literacy, math, science and connect for success workshops; so that families receive information, ideas, and materials to help their child with academics at home.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

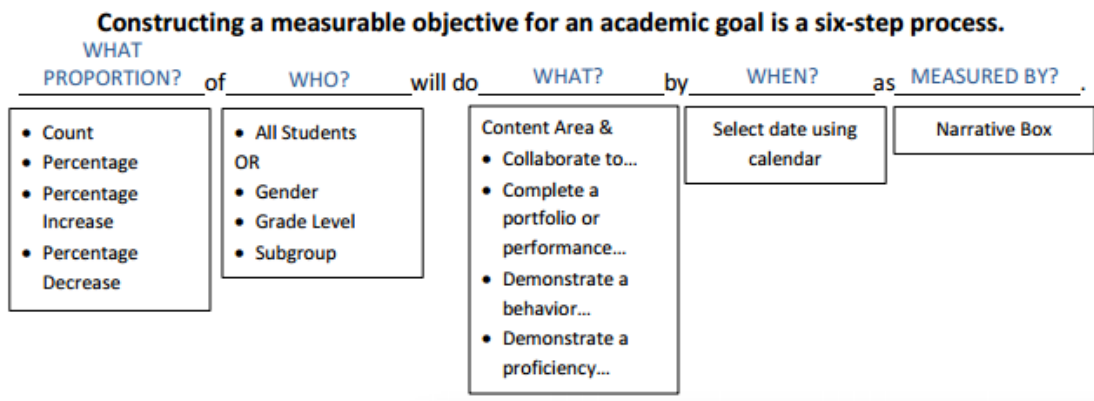| Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	☐	☒	☐	☐
Families who regularly log onto PORTAL to check student grades / assignments, progress.	☐	☒	☐	☐
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	☐	☐	☒	☐
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	☐	☒	☐	☐
Families who report feeling welcome when visiting the campus or contacting the school.	☐	☐	☒	☐

*Note: Please use your own school data resources or best estimates in completing this inventory.

Lynch Elementary 9

⬡ **Family Engagement / Key Goals and Strategies**

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: the primary goal is to streamline our events and make sure they are linked to learning by providing information on the content as a whole, individual grade level standards information, and resources parents can use at home to assist their children.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Limiting events to primarily those that link to learning and connecting everything we do to our overall vision of 100% student success.	Parent Engagement Team
Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Increase the participation of school, family, and community involvement.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Our family and community liaison will meet with business owners and civic leaders to see how we can work together to increase involvement. School Social Worker and Staff will make arrangements to visit family homes to accommodate specific needs…lack of transportation/working hours/smaller settings	Community Liaison Teachers Social Worker Principal and Assistant Principal
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

⬡ {Section 2} – Targeted School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

SMART GOALS: Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

ELA / Reading Goal	Goal Manager: Donna Logan/Jennifer Bigler
We will increase the number of students scoring proficient on the ELA FSA Assessment from 57% to 60%, as well as increase the learning gains of all students, in particular those of the lowest 25% from 50% up to 60%.	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
1. Teachers ensure students have ample time every day to practice independently what was taught in reading and writing, allowing for strategic practice as well as building stamina for longer and longer reading and writing projects across the grade levels as well as the calendar year. 2. ELA teachers will use student data to group students and differentiate instruction. 3. Opportunity during the ELA block for students to read independently with teacher conferring and monitoring during the reading block. While students are practicing, teachers observe, take notes, confer with students one-to-one and in small groups and provide targeted actionable feedback related to growth toward the standards. 4. In grades, Knd-3rd focus will on helping students learn to be readers with gradual release model, student-to-student collaboration and opportunities to write and talk in response to text. Instruction in grades 4th-5th will focus on students reading fiction and nonfiction, and writing and talking around the text. Teachers will focus on the strategies listed in D3 of the Marzano framework.	Pre/Post data in grades 3rd-5th from assessments aligned to test specs Increase in running record levels for grades Knd-2nd Increase in MAP scores from cycle to cycle Professional development on the structure of the mini lesson. Collaborative work with the literary coach. Conferring notes from teachers documenting increased levels of students reading, as well as evidence of students' applying taught strategies/skill.
5. Teachers will develop rigorous learning goals and utilize learning boards based on identified key standards. 6. Guided Reading instruction will be implemented in all Knd-2nd classrooms, with teachers meeting with at least two groups per day. ESE Resource and Self-contained classrooms will implement small group instruction utilizing Independent Reading Level Assessment Framework (IRLA) and meeting with students daily. Teachers in grades 3rd-5th will not only use guided reading but also assessments aligned to test specs to assess and remediate students as needed. These assessments will be given as pre/post tests to determine student growth.	Professional development on unpacking standards to create learning boards. Feedback, through iobservation and lesson plans, by administration and the school based leadership team. Review of guided reading plans/notes and fidelity checks. Formative Assessment data through the modules will show an increase of students completing grade level appropriate work throughout the year.

7. CORE instructional staff will participate in facilitated guided planning weekly with literacy coach in order to be able to plan and deliver effective rigorous lessons with support as needed. 8. Provide talented development groups to support differentiation within core subjects.	Professional Development sign ins and teacher DPP practice plan updates. Grade level bi-monthly data chats to show evidence of student progression with state standards.

Mathematics Goal	**Goal Manager:** Sarah Wilcox/Alexis Jensen- Roegiers/Cynthia Kidd
We will increase the proficiency rate on the mathematics FSA assessment from 58% to 62% to exceed the district and state averages of (61% in 2017) as well as increased learning gains of all students, in particular the lowest 25% to 50%.	
Actions / Activities in Support of Math Goal	**Evidence to Measure Success**

1.   Teachers will ensure students have ample time every day to problem solve, rich mathematical tasks with the use of a multiple strategies and a variety of manipulatives
 	
2. Mathematics teachers will utilize data to differentiate and scaffold instruction in order to meet the needs of every student
 	
3. Mathematics teachers will utilize high yield instructional strategies to develop number sense, flexibility, and fluency alongside growth mindset
 	
4. Grade level mathematics teachers will collaborate with "Mathematics Teacher Leaders" to design professional development, that supports and encompasses best practices(effective mathematical teaching practices) in teaching mathematics
 	
   A.   Establish mathematical goals to focus learning
   B. Pose purposeful questions
   C. Elicit and use evidence of student thinking
 	
5. Learning scales/learning boards to be utilized to help track student progress in accordance with the demands of the standards
 	
6. Teachers will administer regular formative assessments to students in pre/posttest format and utilize this data to strategically differentiate instruction and form intervention groups
	Pre/Post data in grades 3rd-5th from assessments aligned to test specs
	
	Increase in MAP scores from cycle to cycle
	
	Professional development on unpacking standards to create learning boards.
	
	Feedback, through iobservation and lesson plans, by administration and the school based leadership team.
	
	Professional Development sign ins and teacher DPP practice plan updates.
	
	Formation of annual Professional Development Plan for ongoing PD in mathematics
	
	Teachers administer unit assessments in Unify and analyze the data by standard for their class and across grade level
	
	Grade level bi-monthly data chats to show evidence of student progression with state standards
	
	ST Math Data
	
	Review of student work, exit tickets, journals, and MFAS tasks

7. ST Math will be used to its fullest capacity to provide both intervention and remediation when run in teacher mode and used by students	

Science Goal	Goal Manager: Julie Jones

We will increase the number of students scoring proficient on the Science FSA from 62% to 70%.

Actions / Activities in Support of Science Goal	Evidence to Measure Success

1. Develop and adhere to a science lab schedule 2nd-5th grade students attending and completing identified progress monitoring assessments and science lab investigations
 	
2. Embedded in lesson plans 10/70/20
   ✓ Science instructional Routine
   ✓ SLAGs or 5 E's for 1st and 2nd grade
 	
3. Focus on key vocabulary and usage during workshops
 	
4. Provide opportunities for students to explore science through literacy with a variety of reading material that focus on essential questions
 	
5. Utilize STEM to close gaps/enrich so that students can make learning gains
 	
6. Use data from the end of unit assessment quizzes, science lab data, and diagnostic data to identify key vocabulary to be used during the vocabulary academic gaming weeks build into timelines.
	Review science journals and track progress from student reflections
	
	Walk through data for fidelity of science instruction
	
	Feedback and review of lesson plans by administration to ensure all 10/70/20 is embedded in daily science plans
	
	Track progress through lab pre/posttest assessments/SLAGS/Map testing(2nd-5th)
	
	Grade 5th FSA Science Data

⬡ Other School Goals* / Use Only as Needed

*All schools are required to complete a Healthy Schools goal.
*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: Wellness	Goal Manager: Melissa Russell
Work towards the Silver Level Recognition with the Alliance for Healthier Generation	
Actions / Activities in Support of Goal	Evidence to Measure Success

In 2016-17, Lynch Elementary received the Bronze Medal for Healthier Generation Schools. For 2017-2018, the Healthy School Team will review all assessment items to determine an action plan by November 2017. Target for 2017-2018, is to become eligible for national recognition in 1 out 6 Alliance for a Healthier Generation's School Program Assessment Module.	By April 2018, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement of one module.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Equity and Excellence	**Goal Manager: Julie Jones /Deborah Minkle/Sarah Wilcox**
Provide enrichment opportunities for all students.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Identify and monitor enrichment opportunities for all students, such as STEM, Mad Scientist Explorations, arts opportunities, and clubs to include math, literacy, and science experiences.	Pre/post test data Science/math/reading assessment performance Student academic performance

🔵 Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	**Goal Manager:** Selina Ryals
To increase the proficiency of black students in comparison to non-black students	

Actions / Activities in Support of Black Goal	**Evidence to Measure Success**
1. Bi-monthly, SBLT will review minority data and create actions steps as needed. 2. Ensure equitable representation of black learners in advanced studies recognition program (PRIDE, Honor Society, News Crew) 3. To provide multicultural books, that match our school diversity, to enhance classroom libraries.	Increase student achievement data as evident through formative assessments and MAP assessments.

Subgroup Goal (ELL)	**Goal Manager:** Heidi Colbeck
Increase proficiency of ELL students in comparison to non-ELL students	
Actions / Activities in Support of ELL Goal	**Evidence to Measure Success**

Teachers will review 2017 ACCESS results and utilize can do descriptors for planning and delivery of effective instruction.	Lesson plans and walk through collection tools
Disaggregate data during all weekly PLCs and act upon discrepancies through differentiation of teaching	Monitor PLC notes and meetings and action plans in regards to ELL proficiencies
Ensure students have vocabulary enhancement strategies in addition to regular vocabulary instruction	Lesson plans and walk through collection tools that monitor differentiated vocabulary instruction for ELL students

Subgroup Goal (ESE)	Goal Manager: Tiffany Bell and Lanette Drayton
By May 2018, Increase proficiency levels from 34% to 45% in ELA and 41% to 50% in Math.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Disaggregate data during all weekly PLCs and act upon discrepancies through differentiation of teaching	Monitor PLC notes, meetings, and action plans in regards to ESE progression on data sources. Bi-weekly articulation with general education teachers. IRLA data.
Ensure collaboration of ESE resource teachers and classroom teachers to provide strategies specific to students' needs	Calendared collaboration sessions and recorded notes shared with leadership
Assure specifically designed instruction is addressed with a continuum of supports and services	Lesson plans, walkthroughs

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 3rd	Grade 4th	Grade 5th	Grade Select	Grade Select	Grade Select	Grade Select	School Totals	
								#	%*

Students scoring at FSA Level 1 (ELA or Math)	2	15	26					43	10%
Students with excessive absences / below 90 %	20	26	20					66	8%
Students with excessive behavior / discipline**	3	10	5					18	16%
Students with excessive course failures**									
Students exhibiting two or more Early Warning indicators	5	14	15					34	30%

***Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Decrease the number of students with chronic absences (more than 10%) as identified through Child Study Team Meetings by 30%.	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
Include attendance as a positive behavior incentive that is celebrated Bi-weekly Child Study Meetings to determine causes/barriers for absenteeism Develop and implement interventions that target identified causes/barriers to school attendance Assign mentors for students who are chronically absent Ensure families are informed about the importance of attendance and engaged families in the problem solving to improve attendance	Bi-weekly Child Study Team Minutes to include interventions Data on the percentage of students absent 10% or more from school…data generated by school's DWT(weekly) and District Office(monthly)

EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Decrease the number of office referrals by 10% each month.	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**

Provide cultural responsive training for all staff members to provide proactive strategies for encouraging positive behavior and teaching students to exhibit the expectations. Cultural Responsive Teaching	Decrease of referrals Discipline Data (ie. OSS, ISS, behavior calls)
Implement 5000 Role Models and Girlfriends Club. Continue Lunch Pal mentors.	Increase of students participating in monthly schoolwide PBS celebrations

Discipline Goal – Other (as needed) Please ensure that your goal is written as a SMART goal.	
Specify	
Place goal statement here (only if needed).	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

🔵 EWS – Academic Intervention

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Lynch has processes in place that monitor achievement of students. Students not meeting expectations in the classroom or grade level content are discussed at the School Based Intervention Team. At this time, the team looks at the student's overall performance data and helps the teacher pinpoint an intervention to use or increase with fidelity if needed. In addition, students are invited to Extended Learning Program after school and are monitored for their achievement as well.

Early Intervention / Extended Learning Goal   Please ensure that your goal is written as a SMART goal.
Goal: 1. A 100% of students not performing at expectation will be matched with an intervention. .
Goal 2. Increase and strengthen the number of enrichment opportunities in 2017-2018 leading to an increase of level 4 and 5 proficiency rates on FSA .

Actions / Activities in Support of Goal	**Evidence to Measure Success**
Continue Saturday School program and increase number of students in attendance	Saturday School Attendance, progress reports every 9 weeks
Improve enrichment courses alignment with the grade standards	Student Attendance

{Section 3} – Required Items / Resources

🔷**Instructional Employees**

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	58	% with advanced degrees	29.2%
% receiving effective rating or higher	%	% first-year teachers	4.6%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	22.9%
% certified in-field**	100%	% with 6-14 years of experience	27.1%
% ESOL endorsed	54.2%	% with 15 or more years of experience	50%

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school's efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

> The principal is ultimately responsible for recruitment and retention of highly qualified teachers. The strategies will be as follows:
> 1) Use of HR resources(Historical Black Colleges and Universities) HBCU to identify potential candidates
> 2) Utilizing professional learning to promote a work environment that promotes retention
> 3) Building of teacher capacity for instruction and leadership
> 4) Creation of a climate that is supportive of all, students, staff, communities, and families
> 5) Establish a cohort of Black and Hispanic teachers within school as part of leadership development to identify strong teacher leaders and build connections and relationships

🔷**SAC Membership**

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Cynthia	Kidd	Black	Principal
James	Cady	White	Parent
Calvin	Foster	Black	Business/Community
Jenny	Kilpatrick	White	Parent
Heidi	Colbeck	White	Teacher
Amanda	Johnston	White	Parent
Jennifer	Bell	White	Parent
Natasa	Andzic	Hispanic	Support Employee
Cheryl	Hanneman	White	Support Employee
Edward	Sanford	White	Parent
Kristina	Quinlivan	White	Teacher
Rachel	Cady	White	Parent
Joe	Moreno	Hispanic	Parent
		Select	
		Select	
		Select	
		Select	
		Select	

		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☒ Yes	☐ No *(Describe the measures being taken to meet compliance below.)*

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☐ Yes	☒ No	Committee Approval Date: 8/17/2017

SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

☒ Yes	☐ No	Chairperson: Jennifer Bigler

Please state the days / intervals that your team meets below.
Every Wednesday from 3:10 PM until 4:10 PM

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan. Attached budget if preferred.

Title One Funds 2017-2018 Project F630
Professional Development $149,349.12
- ✓ MTSS Coach $68,265.63
- ✓ Literacy Coach $71,247.22
- ✓ 48 Substitute days for PD $3,408.72
- ✓ Coaches /Planning and Training $1,155.70
- ✓ 100 hours $20.00 Stipends $2,311.40
- ✓ Conferences Registrations $2,960.45

Classroom Instruction and Extended Learning $71,575.23
- ✓ Hourly Teacher $20,802.60
- ✓ YMCA Promise Time ELP $45,225.00
- ✓ Classroom Instructional Materials $2,338.39
- ✓ Capitalized Computer Software $2,909.24
- ✓ Central Printing $300.00

Curriculum Development and School Improvement $5,200.65
- ✓ School Improvement Instructional Staff (only) $2,311.40 (100 hours)
- ✓ Connect for Success Liaison $2,889.25 (125 hours)

Total Allocation $226,125.00

School Improvement Funds
- ✓ American Reading Company – School Pace ($3,205)

Total Allocation $3,205

School-based Referendum Allocation
- ✓ American Reading Company – School Pace ($1,795)
- ✓ Writer's Workshop paper K-2 ($205)
- ✓ Next Step in Guided Reading Book for each teacher ($1,000)

Total Allocation $3,000

Family Engagement Title One Funds $5,480.00
- ✓ Parent Workshops/ChildCare $924.56
- ✓ Registration Fees parent conferences $300.00
- ✓ Postage for parent communication $157.02
- ✓ Instructional Materials /Agenda Books $3,379.92
- ✓ Central Printing Services $418.50