School Improvement Plan
SY 2018-19

LYNCH ELEMENTARY SCHOOL

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Contents

Continuous Improvement

A school does not achieve its goals by good fortune or hard work alone, but by prioritizing efforts. Improvements are made by focusing intensely on the priorities, while maintaining high service levels for ongoing work. The School Improvement Plan (SIP) is based on the Plan, Do, Study, Act (PDSA) process, which manages and supports effective and efficient planning, implementation, monitoring, revising, and oversight.

A fully developed SIP places the management of priorities and strategies in the context of planning, accountability and support at the school level. School SIP teams ensure these priorities are supported through:

- clearly defined priorities and strategies that are aligned to district strategic goals,
- oversight throughout the planning, implementation and monitoring process, and
- reflection and adjustment to meet school, department and student needs.

Plans succeed because they are well developed, implemented and monitored, and align with the overall goals and objectives of the school and district. The benefits of a good SIP process include achievement of the desired results that positively impact staff growth and student achievement.

A. Vision and Direction

School Profile

Principal:	Cynthia Kidd	SAC Chair:	Monique McCauley

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.

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
673	29	93	106	38	407	0

School Grade	2018: C	2017: C	2016: C	Title I	YES

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
Proficiency All	51	57	49	58	70	62						
Learning Gains All	48	53	53	48								
Learning Gains L25%	41	50	29	38								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal/Equity Champion	Cynthia	Kidd	FT	1-3 years
Assistant Principal	Julie	Jones	FT	4-10 years
ESE	Tiffany	Bell	FT	4-10 years
ELL	Jennifer	Pierce	FT	4-10 years
Diagnostician	Diane	Koplar	FT	1-3 years
Math Coach	Katherine	Goodloe	FT	4-10 years
Literacy Coach	Donna	Logan	FT	4-10 years
MTSS Coach	Jennifer	Bigler	FT	4-10 years
Guidance Counselor	Selina	Ryals	FT	1-3 years
School Psychologist	Eileen	Bonilla	PT	1-3 years
Behavior Specialist	Michael	Chapman	FT	4-10 years
Social Worker/CST	Howard	Guten	FT	1-3 years

Restorative/Trainer	Ruth	Arostegui	FT	4-10 years
Intermediate Teacher	Meghan	Massie	FT	4-10 years
Primary Teacher	Alexis	Roegiers-Jensen	FT	4-10 years
Total Instructional Staff:	**52**		**Total Support Staff:**	**28**

B. Improvement Priorities

Choose three priorities for improvement ("Big Rocks") that you will focus on for the school year. Following the priority, complete the theory of action statement using your current data and results from your problem solving process.

> ***EXAMPLE THEORY OF ACTION***: If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students achieving proficiency will increase from 77% to 89%.

1. Priority 1: Equity

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support equity , then the percent of black students achieving proficiency will increase from 42% to 60%.

2. Priority 2: Standards-based planning

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students achieving proficiency will increase from 50% to 60%.

3. Priority 3: Formative Assessment

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support formative assessment , then the percent of all students achieving proficiency will increase from 50% to 60%.

C. Monitoring and Achieving Improvement Priorities

School Improvement is best achieved when a school—in its totality—works together to achieve the school's common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school's improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows and add rows for additional teams, as needed.

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	The teams responsible for implementation and monitoring	Identify the priorities above for which each team is responsible	The problem you are trying to solve	Major actions taken to execute the improvement with fidelity	List the title of who is leading the work of each team	List the titles of those who participate on each team for implementation and monitoring	State how often you are monitoring	Describe what it looks like and what artifacts are available when this is implemented with fidelity
1.	SBLT (using MTSS Framework)	All Priorities	Monitor instructional implementation of grade-level standards to increase student FSA /MAP proficiency	• PD for lesson planning • Prep PLCs, SBLT and Staff Meeting Agendas • Implementing PD year-long calendar	Principal/ MTSS Coach Assistant Principal	Leadership Team	Weekly on Wednesdays After school	• Lesson plans aligned to standards, with targets and performance scales, • Planned and completed student work requiring practice with complex text and its academic language
2.	Tier 3 Problem-solving Team	Priority 3	Monitor of interventions implementation with fidelity	• Hourly Interventionist schedule for Tier 3 students • Monitoring fidelity checks of CORE instruction	MTSS Coach School Psychologist	• Teachers • Academic Coaches • Social Services Team	Bi-weekly	• Data gathered and graphed • Interventions modified based on data outcome • Documented conferences with Team/Teacher/Parents

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
3.	Equity Team	Priority 1	*To close the achievement gap*	*Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement.*	*Principal*	*Classroom Teachers Media Specialist Literacy Coach*	*Ongoing*	• *Minutes of professional development* • *Weekly lesson plans* • *Student Academic progress*
4.	Child Study Team	Priority 1	*Monitoring of school-wide attendance*	*Provide professional development for school leadership teams in using early warning data to help teachers provide quick support to students in need.*	*Social Worker Principal*	*Data Manager Technician Attendance Specialist Principal Guidance Counselor*	*Bi-weekly Wednesday*	• *Minutes of meeting* • *Home visits* • *Parent notification via letter* • *Problem solving data worksheet* • *Data on percentage of students absence 10% or more from school…School profile*
5.	*PLC's –Professional Learning Committees*	*All Priorities*	*To increase teacher ownership of student data and teacher collaboration*	• *Pre-prep Agendas* • *Data Chats* • *Training aligned to standards*	*Principal Literacy/Math Coaches Assistant Principal MTSS Coach*	*Instructional Staff (ESE/K-5) ESE Associates Teacher Assistant*	*Weekly Wednesday*	• *Lesson Plans aligned to standards* • *Increase in complexity of higher level thinking with rigor* • *Vertical Articulation sessions* • *Logs/Coaches*
6.	*Literacy Leadership Team*	*Priority 2*	*Alignment of standards to enhance student*	• *Pre-Prep* • *Agendas*	*Literacy Coach*	*Literacy Coach*	*Monthly Thursday*	• *School-wide Calendar of Literacy Initiatives*

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			centered learning with rigor	• Planning of home and school		Primary /Intermediate Teacher Assistant Principal		• Planned activities for parental engagement • Minutes of monthly planning • Literacy Clubs aligned to standards during ELP • Student Led Conferences
7.	PBIS Team CIRCLES Team	Priority 1	Increase Student engagement for ALL students	• Pre –Prep Agendas • Monthly Tier 1 Student Celebrations • Bi-weekly celebrations Tier 2 and 3	Behavior Coach	Behavior Coach CIRCLES Team	Bi Weekly Monday	• Input from student/staff/parent surveys • Discipline Data/decrease • Restorative/SEL training for staff • Fidelity checks conducted by CIRCLES Team
8.	Family Engagement Team	All Priorities	Increase parental engagement	• Staff Training /Parental Engagement • Pre prep of Yearly Calendar of Family Engagement Activities	Community Liaison Principal	Teachers Community Liaison Parent Rep SAC/PTA Social Worker Guidance Counselor MTSS Coach	Monthly	• Parental Engagement Plan • Yearlong Calendar of events and training • School/Community Partnerships • Log of volunteers/mentors • PTA/SAC Minutes
9.	School Based Intervention Team (SBIT)	All Priorities	Monitor Tier 2/3 Early Warning Indicators	• Weekly meetings • Pre-Prep Agendas • Student Referral Support System	MTSS Coach	School Psychologist Social Worker Guidance Counselor MTSS Coach Principal Staff(Invite)	Weekly	• Student Referral Log • Monthly data articulation chats with SBLT • Weekly agenda and PSW worksheets

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
10.	Safety Committee	All Priorities	Provide a safe learning environment conducive to learning	• Monthly Meetings • Staff Training • Oversee School CRISIS Plan	Principal	Principal Assistant Principal School Officer EBD Teacher PE Teachers School Secretary	Monthly	• Monthly Minutes from Meetings • Daily Briefings • Implementation of School safety Plan

Goals

Instructions

Refer to your plan for Monitoring and Achieving Improvement Priorities as a school-wide system (above). In the sections below, identify specific academic goals and strategies that you will implement in support of achieving those priorities.

These goals, strategies and professional development should align directly to the Monitoring and Achieving Improvement Priorities table in the Continuous Improvement section above. The table above describes how you are monitoring the implementation of these strategies, as well as the progress of these goals.

REFLECTION: Review your data, and work though the problem-solving and gap analysis processes.

SMART GOALS: Use the optional Goal Calculator to determine your targets. Write your goals as SMART goals (Specific, Measureable, Actionable, Realistic, and Timely).

STRATEGIES: Identify the high-leverage strategies your school will employ to support improvement. You may choose from the drop-down menu provided by your level content specialists or write your own.

ACTION STEPS: Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when is it occurring.

MONITORING: Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.

PROFESSIONAL LEARNING: List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.

Conditions for Learning

A. Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. *Our current level of performance in school-wide behavior is <u>174 referrals.</u> We expect our performance level to <u>decrease</u> by <u>30% by the end of the 2019 school year.</u>*

2. *The problem/gap in behavior performance is occurring because <u>Tier 2 interventions are not being implemented with fidelity</u>.*

3. *If (<u>Tier 2 interventions</u> would occur, the problem would be reduced by <u>30%</u>, as evidenced by <u>school wide discipline referrals.</u>. (include data to validate your hypothesis.)*

4. *We will analyze and review our data for effective implementation of our strategies by <u>meeting bi-weekly to discuss strategies with PBIS/CIRCLES Team.</u>*

5. **SMART GOAL:**

> EXAMPLE: The <u>percent</u> of <u>all</u> students <u>receiving referrals</u> will <u>decrease</u> from <u>31%</u> to <u>25%</u>, as evidenced by <u>restorative practices research from IIRP.</u> (*include data or research to validate your hypothesis*.)

The <u>number</u> of <u>all</u> referrals <u>received by students</u> will <u>decrease</u> from 174 referrals <u>to 122 referrals</u> as measured by <u>school –wide discipline data</u>.

6. **STRATEGIES:**
List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on an integration of behavioral and academic supports to meet the needs of all students.
☒ Strengthen the ability of all staff to establish and maintain positive relationships with all students.
☒ Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.
☒ Strengthen the implementation of research-based practices that communicate high expectations for each student.

7. **ACTION STEPS:** *(Complete the action steps to the needs of your school to meet this goal for each area. District-wide actions have been inserted for ease of completion; adapt and tailor to meet your school needs.)*

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	• *Principal* • *Assistant Principal* • *Guidance Counselor* • *MTSS Coach*	• *June 27th and June 28th*
Ensure at least one staff member attend and becomes a certified Trainer of RP	• *Ruth Arostegui Intermediate Teacher*	• *July 19th*
Develop school-wide roll-out and development plan of RP/SEL.	• *Principal* • *Assistant Principal* • *Guidance Counselor* • *Primary Teacher* • *Intermediate Teacher* • *Behavior Specialist*	• *July 24th thru May 2018*

Conduct learning opportunities trainings.	• *Behavior Specialist* • *MTSS Coach* • *Intermediate Teacher*	• *Preschool* • *1st Tuesday of each Month*
Monitor and support staff for implementation with fidelity.	• *MTSS* • *Principal* • *Assistant Principal*	• *September 2018-May 2019*
Review student and teacher data on weekly basis for trends and next steps.	• *MTSS* • *Principal* • *Assistant Principal* • *Behavior Specialist*	• *Weekly* • *Monthly –SBLT* • *Monthly-Faculty Meeting*

Update school-wide plan on a monthly basis.
  • *Celebrate areas of growth*
  • *Update strategies for areas of improvement*
	• *CIRCLES Team*	• *Bi-weekly meeting*
		• *Monthly celebrations*

8. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): ☒ Priority 1 ☐ Priority 2 ☐ Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Pre-School Training Restorative	*Instructional Staff (50)* *MTSS Coach* *Administrative Team* *Math/Literacy Coach (2)*	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Monthly Restorative Training/SEL	*Instructional Staff (50)* *MTSS Coach* *Administrative Team* *Math/Literacy Coach (2)*	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
PBIS -Monthly	*Instructional Staff (50)* *MTSS Coach* *Administrative Team* *Math/Literacy Coach (2)*	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Cultural Responsive Teaching(CRT)	*Instructional Staff (50)* *MTSS Coach* *Administrative Team* *Math/Literacy Coach (2)*	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Equity Champions Training	*Team leaders(ESE/K-5)* *Assistant Principal* *Principal*	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. *Our current attendance rate is 93.6%. We expect our performance level to be 95% by the end of each month.*
2. *The problem/gap in attendance is occurring because lack of attendance policies being implemented with fidelity.   If the attendance process was monitored with fidelity the problem would be reduced by 10%.*
3. *We will analyze and review our data for effective implementation of our strategies by meeting bi-weekly to discuss strategies with Child Study Team .*

4. *SMART GOAL:*

> *EXAMPLE: The percent of all students missing more than 10% of school will decrease from 31% to 25%, as evidenced by attendance dashboard data.*

The percent of all students missing more than 10% will decrease from 21% to 10% as evidenced by the school's attendance dashboard data.

5. **STRATEGIES:** *(Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)*

☒ Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.

☒ Strengthen the implementation of Tier 2 interventions to address and support the needs of students.

☐ Choose Content Strategy

6. **ACTION STEPS:** *(Adapt and tailor the action steps to meet the needs of your school to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	*Principal* *Data Manager*	*Daily* *Ongoing*
Create resourse map for teachers of attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	*Principal* *Guidance Counselor* *Social Worker*	*Monthly SBLT* *Weekly SBIT*
Develop and implement attendance incentive programs and competitions.	*CST Team*	*Monthly*
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	*CST Team*	*Weekly*
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	*CST Team*	*1st and 3rd Wednesday*
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	*SBIT Team*	*Weekly*
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	*Principal/Data Manager Technician/Classroom Teachers*	*Weekly*

7. **MONITORING:**

These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):   ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

8. **PROFESSIONAL LEARNING:** *(Outline the school-based learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment

Problem Solving worksheet Training	Principal Social Worker Data Manager Technician Guidance Counselor	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Marzano Focused Teacher Training Model	Instructional Staff (502)	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. *Our current level of performance is* 51%*, as evidenced in* FSA*.*
2. *We expect our performance level to be* 60% *by* end of the school year 2019*.*
3. *The problem/gap is occurring because* lack of meeting the needs of ALL students.
4. *If* differentiation *would occur, the problem would be reduced by* 10%*.*

5. *SMART GOALS:*

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students achieving ELA proficiency will increase from 51% to 60%, as measured by FSA.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

☒ Strengthen staff ability to engage students in complex tasks.

☒ Strengthen staff practice to utilize questions to help students elaborate on content.

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

7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Prepare and distribute weekly Pre-Planned Agendas for PLCs	*Literacy Coach*	*All year*
Provide Pre-Planned Rotation Cycles for Collaborative Work with Literacy Coach and Specialty Teams(ESE/ELL)	*Literacy Coach*	*Ongoing*
Schedule and Conduct Instructional Rounds for instructional Staff utilizing -Marzano Focused Model	*MTSS Coach/Literacy Coach* *Principal* *Assistant Principal*	*Ongoing*
Scheduled Quarterly Data Chats	*Principal* *Assistant Principal* *Classroom Teachers/ELL/ESE*	*Quarterly* *MAP*

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

☐ Priority 1   ☒ Priority 2   ☒ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Standards Unpacking	*Classroom ELA Teachers* *MTSS Coordinator* *Literacy Coach*	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Utilizing Formative Assessment Data for Instruction	*Classroom ELA Teachers* *MTSS Coordinator*	☒ Priority 1 ☐ Priority 2

	Literacy Coach	☒ Priority 3
Professional Development on Interpreting MAP Data	*Classroom Teachers* *Assistant Principal* *MTSS Coach* *Literacy Coach*	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Differentiating Instruction	*Classroom Teachers* *Literacy Coach*	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Marzano Focused Model –Standards Based Planning	*Classroom Teacher* *Literacy Coach* *Principal* *Assistant Principal*	☒ Priority 1 ☐ Priority 2 ☒ Priority 3

B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving

1. *Our current level of performance is 49%, as evidenced in FSA.*
2. *We expect our performance level to be 60% by the end of the 2019 school year.*
3. *The problem/gap is occurring because lack of rich mathematical tasks aligned to the standards.*
4. *If alignment of standards to curriculum would occur, the problem would be reduced by 10%..*

5. **SMART GOALS:**

EXAMPLE: The percent of all students achieving math proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students achieving math proficiency will increase from 49% to 60%, as measured by FSA.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

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

☒ Strengthen staff ability to engage students in complex tasks.

7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Use of primary and intermediate math leaders to assist colleagues with rich mathematical complex tasks.	*Math Teachers leaders Principal Math Coach*	*Ongoing*
Provide additional support unpacking of standards to align with curriculum and instruction	*Math Coach*	*August through December*
Plan lessons with teachers to utilize ST Math to support small group instruction	*Math teachers*	*Ongoing*

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

   ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Collaborative Planning with math coach	*Math Coach* *Math Teachers*	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
PD on designing and implementation of bi-weekly formative assessments	*Math Teachers* *MTSS/Math Coach*	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Lesson Planning to incorporate complex tasks into lessons	*Math Coach* *Math Teachers*	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Analysis of MAP Data	*Math Teachers*	☒Priority 1

| | MTSS Coach/Math Coach | ☒ Priority 2 |
| | | ☐ Priority 3 |

C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):
1. *Our current level of performance is 70%, as evidenced in FSA.*
2. *We expect our performance level to be 80% by end of the 2019 school year.*
3. *The problem/gap is occurring because lack of pacing to ensure all content is taught in a timely manner.*
4. *If pacing is consistent at ALL grade levels, the problem would be reduced by 10%.*

5. **SMART GOALS:**

EXAMPLE: The percent of all students achieving science proficiency will increase from 77% to 89%, as measured by FSA.

The percent of 5th grade students achieving science proficiency will increase from 70% to 80%, as measured by FSA.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ *Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.*
☒ *Enhance staff capacity to identify critical content from the Standards in alignment with district resources.*
☒ *Enhance staff capacity to support students through purposeful activation and transfer strategies.*

7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Monitoring science lessons/assessments in science lab	*Principal* *Assistant Principal* *Science lab teachers*	*August-ongoing*
Implementation of journals and science vocabulary (school-wide)	*Classroom Teachers* *Principal* *Assistant Principal*	*Ongoing*
Implementation of Mad Science Club After school (K-5)	*Science Teacher*	*September /February*
Monitoring the fidelity of science curriculum being taught at all grade levels	*Principal* *Assistant Principal*	*Ongoing*

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):
    ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Journaling to include SLAGS	*Science Teachers*	☐ Priority 1 ☒ Priority 2 ☒ Priority 3

Lab schedule and monitoring to include grades 2nd -5th	Assistant Principal	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Incorporating of STEM lessons/Activities in lesson plans	Science Teachers STEM Teachers	☐ Priority 1 ☒ Priority 2 ☒ Priority 3

E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. *Our current level of performance is* <u>*5 out of 6 modules in Silver in the Alliance for a Healthier Generation, Healthy Schools Framework.*</u>

2. <u>*5 out of 6 Modules Silver Status, as evidenced in* </u> <u>*Alliance for Healthier Generation, Healthy Schools Framework.*</u>

3. *We expect our performance level to be* <u>*6 out of 6 Modules for Gold* </u> *by* <u>*April 2019.*</u>

4. <u>*The problem/gap is occurring because lack of follow-through with Healthier Generation guidelines by all stakeholders.*</u>

5. <u>*If all stakeholders would uphold all guidelines established by Alliance for a Healthier Generation, Lynch Elementary will be able to obtain Gold status in April 2019.*</u>

6. **SMART GOALS:**

EXAMPLE: The <u>percent</u> of <u>all</u> students <u>achieving ELA proficiency</u> will <u>increase</u> from <u>77%</u> to <u>89%</u>, as measured by <u>FSA.</u>

<u>*Our school will be eligible for 6 out of 6 modules for Gold recognition by April 2019 as evidenced by Alliance for a Healthier Generation, Healthy Schools Framework*</u>.

7. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
   ☒ *Enhance staff capacity to identify critical content from the Standards in alignment with district resources.*
   ☒ *Enhance staff capacity to support students through purposeful activation and transfer strategies.*

ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	**WHO** is leading this step?	**WHEN** is it occurring?
Monitoring of health education for all levels in weekly lesson plans	*Principal* *Assistant Principal*	*August -April*
Align lessons to standards at All grade levels	*Wellness Team/Health Teachers*	*August-November*
Monthly meetings for Wellness Team to support purposeful health education in all areas(Physical/Mental/Social/Emotional/Healthy Eating Habits)	*Wellness Team*	*September - April*

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):
   ☒ Priority 1   ☐ Priority 2   ☒ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	**Participants** (number and job titles)	**Priority Alignment**
Healthy Schools Program Training	*Wellness Team*	☒ Priority 1 ☐ Priority 2 ☒ Priority 3
Healthy Schools Assessment	*Wellness Team*	☐ Priority 1 ☒ Priority 2 ☒ Priority 3
Learning opportunities provided by Wellness Team	*Staff*	☐ Priority 1 ☒ Priority 2 ☐ Priority 3

G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. *Our current level of performance is 68%, as evidenced in School Data Report.*
2. *We expect our participation level to be 80% by April of 2019.*
3. *The problem/gap is occurring because lack of materials and resources to teach STEM lessons.*
4. *If adequate material and resources are provided for STEM classes, performance would increase, and the problem would be reduced by 30%.*

5. **SMART GOALS:**

EXAMPLE: The percent of all students participating in STEM Academy activities will increase from 77% to 89%, as measured by school and district participation data.

The percent of all students participating in STEM Academy activities will increase from 20% to 70%, as measured by school and district participation data .

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Establish STEM clubs for primary and intermediate students	*Media Specialist* *Grade 5th Teacher*	*Before School Weekly Fridays*
Apply STEM Content to construct creative and innovative ideas.	*Media Specialist* *Grade 5th Teacher*	*September- April*
Provide Opportunities for students to engage in critical reading and writing of technical information.	*Media Specialist* *Grade 5th Teacher*	*September- April*

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

  ☐ Priority 1   ☒ Priority 2   ☒ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
District Learning Opportunities for STEM	*Media Specialist* *Grade 5th Teacher*	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

Subgroups

A. Bridging the Gap with Equity for All: Black Students

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. *Our current level of performance is 40%, as evidenced on FSA.*
2. *We expect our performance level to be 60% by June 2019.*
3. *The problem/gap is occurring because lack of small group instruction aligned to complex tasks.*
4. *If additional small groups would occur, the problem would be reduced by 20%.*
5. **SMART GOALS:**

EXAMPLE: The percent of black students graduating from high school with their cohort will increase from 75% to 83%, as measured by FLDOE end of year graduation file.

The percent of black students achieving proficiency will increase from 40% to 60%, as measured by FSA.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for black learners and are in addition to the strategies and actions articulated with the content specific goals.)*

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	☐ Choose Strategy ☐ Choose Strategy ☐ Choose Strategy	•
Student Achievement	☒ Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. ☒ Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. ☐	• Increased in ELA Proficiency Rates • Additional support for home • Increase in ELP tutoring services • Student Improvement in course work • Increase in talented/Gifted Program • Decrease in office referrals
Advanced Coursework	☐ Choose Strategy ☐ Choose Strategy ☐ Choose Strategy	•
Student Discipline	☒ Provide training for culturally relevant disciplinary practices and ensure strong implementation. ☒ Provide training for strategies on Social Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies. ☒ Conduct monthly discipline disparity/restorative practices training with school administrators.	• Relationship Building School-wide • Decrease in ODR/OSS • School Climate/Culture Improvement • School –wide character building • Increase Parental Engagement •
ESE Identification	☐ Choose Strategy ☐ Choose Strategy ☐ Choose Strategy	•
Minority Hiring	☒ Utilize supports from district office to support the recruitment and retention of black applicants. ☐ Choose Strategy ☐ Choose Strategy	• Increase school-wide diversity • Staff population aligned to student population

7. **MONITORING**: *These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):* ☒ *Priority 1* ☒ *Priority 2* ☒ *Priority*

8. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Design and set-up Before and After School ELP Support/On and Off Site	*Assistant Principal*	*September-ongoing*
Monitoring of Bi-weekly of identified standards taught in ELP	*Assistant Principal*	*September*
Conduct monthly learnings opportunities	*Principal* *Assistant Principal*	*September-Ongoing*
Monitoring of ongoing CRT through lesson plans	*Assistant Principal* *Principal*	*September-Ongoing*

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Cultural Responsive Teaching	*All Staff*	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Restorative Practice/SEL Training	*All Staff*	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Equity Training	*Instructional Staff*	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

B. ESE (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. *Our current level of performance is 39%, as evidenced in FSA Data .*
2. *We expect our performance level to be 60% by June 2019.*
3. *The problem/gap is occurring because lack of student centered tasks with rigor.*
4. *If exposure to student-centered tasks with rigor would occur, the problem would be reduced by 20%.*

5. **SMART GOALS:**

EXAMPLE: The percent of ESE students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of ESE students achieving proficiency will increase from 39% to 60%, as measured by FSA.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for ESE learners and are in addition to the strategies and actions articulated with the content specific goals.)*

☒ Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).

☐ Choose Strategy

☐ Choose Strategy

1. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Aligning of standards and identified tasks on IEP	*Teachers* *ESE Team*	*Ongoing* *Update of IEP's*
Articulation of General Education and ESE Team	*Assistant Principal*	*Ongoing*
Conduct Learning Opportunities/Academics ~Behavior	*District Team/Teaching and earning /ESE* *Behavior Specialist* *Assistant Principal* *Principal*	*Ongoing*

2. **MONITORING:**

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):   ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

3. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Co-Teaching Model	*General Ed /ESE Teachers*	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Standards Based Teaching	*Literacy Coach* *General Education/ESE Teachers*	☐ Priority 1 ☒ Priority 2 ☒ Priority 3

Alignment of Resources	*Literacy Coach* *General Ed/ESE Teachers*	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

C. ELL (As appropriate, based on school data)

DATA SOURCES TO REVIEW: ACCESS 2.0 language proficiency for students who have recently arrived and long-term English learners.

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is <u>10%</u> as evidenced by <u>FSA data</u>.
2. We expect our performance level to be <u>50%</u> by <u>June 2019.</u>
3. The problem/gap is occurring because <u>lack of differentiation and scaffolding to meet individual student needs.</u>.
4. If <u>differentiation</u> would occur, the problem would be reduced by <u>40%</u>.

5. **SMART GOALS:**

EXAMPLE: The <u>percent</u> of <u>ELL</u> students <u>achieving ELA proficiency</u> will <u>increase</u> from <u>77%</u> to <u>89%</u>, as measured by <u>FSA.</u>

The percent of ELL students achieving proficiency will increase from 10% to 50%, as measured by FSA Data.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for English learners and are in addition to the strategies and actions articulated with the content specific goals.)*

☒ Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.

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

7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	**WHO** is leading this step?	**WHEN** is it occurring?
Provide Training opportunities and support for Bilingual Assistants	*ELL Instructional Teacher*	*August*
Additional support of effective strategies for classroom teachers	*ELL Instructional Teacher*	*August*
Provide Ongoing Articulation PLCs	*ELL Instructional Teacher*	*September-April*

8. **MONITORING:**

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):   ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	**Participants** (number and job titles)	**Priority Alignment**
Conduct Learning opportunities for Staff	*All instructional staff*	☒ *Priority 1* ☒ *Priority 2* ☒ *Priority 3*
Analysis of Data (MAP/CELLA/FSA) and data chats with ELL teacher and classroom teachers	*All instructional staff*	☐ *Priority 1* ☒ *Priority 2* ☒ *Priority 3*
Ongoing Vocabulary Instruction	*All instructional staff*	☐ Priority 1 ☒ Priority 2 ☐ Priority 3

D. Gender (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. *Our current level of performance is 42% ELA Male proficiency, as evidenced by FSA Data..*
2. *We expect our performance level to be 60% by June 2019.*
3. *The problem/gap is occurring because lack of providing instructional materials to meet the needs of male students.*
4. *If resources were utilized for male students, the problem would be reduced by 18%.*

5. **SMART GOALS:**

> EXAMPLE: The percent of male students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of male students achieving ELA proficiency will increase from 42% to 60%, as measured by FSA Data.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.*
   Keep in mind that these strategies are specific for gender learners and are in addition to the strategies and actions

☒ *Invest in classroom libraries built with student interest in mind.*

☒ *Teachers utilize culturally relevant teaching.*

☒ *Explicitly address the socio-emotional development of boys.*

7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Set up classroom library to include a variety of literature to interest male students.	*Literacy coach*	*August*
Revise and set-up 5000 Role Models and ALL Pro Dad Programs with infused ELA Strategies	*Principal*	*September -April*
Ongoing culturally relevant teaching PD	Equity Team	*September -April*

8. **MONITORING:**

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):   ☒ Priority 1   ☒ Priority 2   ☐ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Culturally Relevant Teaching PD	*Teachers*	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
District Training Support for All Pro Dad/5000 Role Model	*Dads/Parents* *Male Students* *Teachers* *Community*	☐ Priority 1 ☐ Priority 2 ☐ Priority 3
Training /Resources for Teaching Books /Technology/Magazines	*Literacy Coach* *Media Specialist*	☐ Priority 1 ☒ Priority 2 ☒ Priority 3

Family and Community Engagement

STRATEGIES AND ACTION STEPS:

List the specific strategies your school uses to build relationships with families and the community.

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. *Effectively communicate with families about their students' progress and school processes/practices.*	• *Conduct regular data chats/student led conferences with parents/students to discuss student progress (FSA scales score), MAP, Grade-level standards). Opportunities to discuss school-wide behavior plan: restorative practice PBIS,SEL.*	• Classroom Teachers • Principal –Cynthia Kidd • Assistant Principal-Julie Jones • Literacy Coach-Donna Logan • Math Coach-Katherine Goodloe • MTSS Coach-Jennifer Bigler	• *July 2018 thru April 2019*
	• *Utilize social media to increase communication with parents; PCS family Engagement APP; Messenger, Class DOJO Facebook, School's web-site, Twitter, etc.*	Classroom Teachers Principal - Cynthia Kidd Assistant Principal - Julie Jones Media Specialist - Sherri Magill	*July 2018 thru April 2019*
	• *Parent/family meetings/webinars to communicate school and classroom processes and procedures.*		*August 2018 thru April 2019*
2. *Provide academic tools to families in support of their students' achievement at home.*	• *Streamline family engagement efforts that are result-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 with teacher.*	Community Liaison Cheryl Hanneman Principal Cynthia Kidd Assistant Principal Julie Jones	• *August 2018 thru April 2019*
	• *Provide academic workshops (Face-to-Face; Webinars) for parents to increase student support at home.* • *Provide families/parents with academic tools/resources on a regular basis.*	Academic Coaches Donna Logan Katherine Goodloe Jennifer Bigler Jennifer Pierce–ELL Support Donna Blanton-Gifted Classroom Teachers Grades K-5 /ESE/ELL	*August 2018 thru April 2019*

3.	*Purposefully involve families with opportunities for them to advocate for their students.*	• *Provide parents/families opportunity to attend workshops and trainings, join webinars, and organizations (PTA) that promote parent advocacy.* • *Utilize student services to provide families/parents, and students with resources, tools, triage support, outside agencies referrals.*	*PTA President James Johnson* *SAC Chair Monique McCauley* *Principal- Cynthia Kidd* *Assistant Principal - Julie Jones* *Community Liaison Cheryl Hanneman* *Guidance Counselor Selina Ryals* *Social Worker - Howard Guten*	*August 2018 thru April 2019*
4.	*Intentionally build positive relationships with families and community partners.*	• *Develop and implement activities to build respect and trust between home and school. Conduct home visits to increase relationships between teacher and family/parent.* • *Increase positive interaction with parents/families on a regular basis.* • *Utilize focus groups to gather parents and family input for development of school improvement plan.*	*Social Worker Howard Guten* *Principal Cynthia Kidd* *Assistant Principal Julie Jones* *Classroom Teachers K-5* *Front Office Staff* *Principal Cynthia Kidd* *Assistant Principal Julie Jones* *Community Liaison Cheryl Hanneman* *Principal Cynthia Kidd Assistant Principal Julie Jones*	*August 2018 thru April 2019* *July 2018 thru May 2019*

5. **MONITORING:**

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):   ☒ Priority 1   ☒ Priority 2   ☒ Priority 3

6. **PROFESSIONAL LEARNING:**

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Office Strategic Planning Training Opportunities	*Principal* *Assistant Principal* *Community Liaison*	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Equity Champions Training	*Social Worker* *Guidance Counselor* *Community Liaison* *Behavior Specialist* *ELL Teacher* *Math Coach* *Literacy Coach* *MTSS Coach*	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

⬢ SAC Membership

| First Name	Last Name	Race	Stakeholder Group
Cynthia	Kidd	Black	Principal
Monique	McCauley	Black	Parent
Edward	Sanford	White	Parent
James	Cady	White	Parent
Rachael	Cady	White	Parent
Tuan	Tran	Asian	Parent
Eliseo	Santiago	Hispanic	Parent
Andrew	Goodhall	White	Parent
Amanda	Spencer	White	Parent
Robert	Bowes	White	Parent
Laura	Livola	Hispanic	Parent
Jennifer	Bell	White	Parent
Aida	Gonzalez	Hispanic	Teacher
Elizabeth	Cadmus	White	Support Employee
Robert	Mayforth	White	Business/Community
Cheryl	Hanneman	White	Support Employee
Kristina	Quinlivan	White	Teacher
Natasa	Andzic	Multi-	Support Employee
Jennifer	Pierce	White	Teacher

⬢ SAC COMPLIANCE

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

☒ Yes   ☐ No, the steps being taken to meet compliance are (describe below):

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

☒ Yes, Committee Approval Date: July 30, 2018 ☐ No
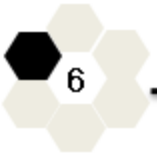
⬢ **BUDGET / SIP FUNDS**

Describe the projected use of school improvement funds and include the amount allocated to each resource. *Budgeted amounts are approximations.*

Budget Categories		Amount
1.	**Academic Support**	$ **[Insert amount for category]**
	Hourly Teacher	$19, 704.70
	MTSS Coach	$72,633.75
	Reading Coach	$75,339.65
2.	**Behavioral Support**	$ **[Insert amount for category]**
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
3.	**Materials and Supplies**	$ **[Insert amount for category]**
	Annual Software Licenses and Subscription Renewals	$300
	Classroom Instructional Materials	$376.84
4.	**Employee Expenses** *(i.e., travel, registration fees, etc.)*	$ **[Insert amount for category]**
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
5.	**Professional Learning and Training** *(not employee expenses. Categories could include TDE, stipends, etc.)*	$ **[Insert amount for category]**
	Contracted Services - Instructional	$1.020.01
	Substitutes - TDEs	$1,349.29
6.	**Other** *(please list below)*	$ **[Insert amount for category]**
	Connect for Success	$12,575.76
	Non-Capitalized Computer Hardware	$348.01
TOTAL $ **$183,648.01**		