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## School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## Purpose and Outline of the SIP

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

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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

### Provide the school's vision statement

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100% Student Success

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### Leadership Team Member #1

#### Employee's Name

Brandie Williams-Macon

#### Position Title

Principal

#### Job Duties and Responsibilities

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Performs responsible administrative and supervisory work in the area of instruction, personnel, curriculum, safety, budget, purchasing, public relations, plant operations, food service, and transportation. Responsible for the total operational management of the school.

### Leadership Team Member #2

#### Employee's Name

Tabatha Carlson

#### Position Title

Assistant Principal

### **Job Duties and Responsibilities**

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Serves as liaison between principal and other school personnel. This administrator assumes any duties assigned by the principal and is fully responsible for the school program in the absence of the principal.

### **Leadership Team Member #3**

#### **Employee's Name**

Jaclyn Simmonds

#### **Position Title**

School Counselor

### **Job Duties and Responsibilities**

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Provides a comprehensive school counseling program that assists all students in acquiring the skills and knowledge to maximize highest student achievement in a safe learning environment. Responsibilities may vary depending upon the specific work setting and counselor-to-student ratio and should correspond to the needs and priorities established in the schools' and district's counseling program.

### **Leadership Team Member #4**

#### **Employee's Name**

Melissa Russell

#### **Position Title**

Teacher

### **Job Duties and Responsibilities**

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Instructional classroom teacher with the responsibility for guiding and directing the learning experiences of students.

### **Leadership Team Member #5**

#### **Employee's Name**

Aida Gonzalez

#### **Position Title**

Teacher

### **Job Duties and Responsibilities**

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Instructional classroom teacher with the responsibility for guiding and directing the learning experiences of students .

## **Leadership Team Member #6**

### **Employee's Name**

Stacia Baldwin

### **Position Title**

MTSS Coach

### **Job Duties and Responsibilities**

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To facilitate the implementation of the problem-solving process with the school-based team and all school staff. This is an instructional position with responsibility for and directing the learning experiences of pupils in a group or class within an elementary school.

## **Leadership Team Member #7**

### **Employee's Name**

Aldrany Martin

### **Position Title**

Teacher

### **Job Duties and Responsibilities**

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Instructional classroom teacher with the responsibility for guiding and directing the learning experiences of students.

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

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The school held meetings with stakeholder groups including School Advisory Council, Parent Teacher Association, School-Based Leadership Team, and grade level Professional Learning Communities to analyze available progress monitoring data to garner input for the development of the 2024-2025 SIP.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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SIP monitoring will occur monthly during SBLT and SAC meetings to determine progress made towards effective implementation and impact on increasing the achievement of student in meeting the State's academic standards, particularly for those students with the greatest achievement gap. We will update the plan midyear to ensure continuous improvement.



## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>41.7%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: B 2022-23: B* 2021-22: C 2020-21: 2019-20: B</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	29	26	27	15	22	0	0	0	119
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	1	0	2	1	5	0	0	0	9
Course failure in Math	0	1	0	4	4	1	0	0	0	10
Level 1 on statewide ELA assessment	0	0	0	3	13	7	0	0	0	23
Level 1 on statewide Math assessment	0	0	0	2	11	8	0	0	0	21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	2	5	7	11	0	0	0	26

#### Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	1	3	0	0	0	0	0	4
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	40	27	23	26	27	24				167
One or more suspensions					3					3
Course failure in ELA		5	2	12	6	9				34
Course failure in Math		5	2	12	6	9				34
Level 1 on statewide ELA assessment				11	19	20				50
Level 1 on statewide Math assessment				6	16	36				58
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	4	12	9	3						38

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			1		6	7				14

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024		2023		2022**				
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	52			50	54	53	45	55	56
ELA Grade 3 Achievement **	47			59	54	53			
ELA Learning Gains	53						44		
ELA Learning Gains Lowest 25%	73						45		
Math Achievement *	58			58	61	59	53	51	50
Math Learning Gains	59						47		
Math Learning Gains Lowest 25%	49						38		
Science Achievement *	63			54	62	54	47	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	71			57	64	59	50		

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	507
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
56%	63%	46%	43%		59%	51%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	55%	No		
English Language Learners	71%	No		
Asian Students	50%	No		
Black/African American Students	49%	No		
Hispanic Students	63%	No		
White Students	54%	No		
Economically Disadvantaged Students	54%	No		
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	50%	No		



**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Disabilities				
English Language Learners	57%	No		
Asian Students	46%	No		
Black/African American Students	50%	No		
Hispanic Students	44%	No		
Multiracial Students	59%	No		
White Students	60%	No		
Economically Disadvantaged Students	62%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With	40%	Yes	1	

## 2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Disabilities				
English Language Learners	40%	Yes	1	
Native American Students				
Asian Students				
Black/African American Students	42%	No		
Hispanic Students	46%	No		
Multiracial Students	45%	No		
Pacific Islander Students				
White Students	44%	No		
Economically Disadvantaged Students	41%	No		

### D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	52%	47%	53%	73%	58%	59%	49%	63%					71%
Students With Disabilities	58%	30%	73%	70%	48%	50%							
English Language Learners	58%		90%		75%	80%							53%
Asian Students	36%				64%								
Black/African American Students	41%		59%		41%	53%							
Hispanic Students	58%		50%		61%	87%							58%
White Students	54%	52%	53%	63%	60%	55%	33%	65%					
Economically Disadvantaged Students	50%	43%	56%	74%	56%	58%	44%	56%					50%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	50%	59%			58%			54%					57%
Students With Disabilities	35%	46%			70%								
English Language Learners	33%				47%								92%
Asian Students	42%				50%								
Black/African American Students	41%	62%			48%								
Hispanic Students	38%				50%								
Multiracial Students	67%				50%								
White Students	55%	59%			65%			61%					
Economically Disadvantaged Students	48%	61%			56%			56%					91%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	45%		44%	45%	53%	47%	38%	47%					50%
Students With Disabilities	29%		48%		54%	50%		17%					
English Language Learners	44%		46%		37%	21%							50%
Native American Students													
Asian Students													
Black/African American Students	27%		41%		50%	57%		33%					
Hispanic Students	44%		50%		55%	32%		50%					
Multiracial Students	45%				45%								
Pacific Islander Students													
White Students	50%		46%	38%	53%	47%	24%	47%					
Economically Disadvantaged Students	42%		36%	29%	48%	44%	43%	41%					46%

## **E. Grade Level Data Review – State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

Data for 2023-24 had not been loaded to CIMS at time of printing.

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### Most Improvement

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

---

L25 showed significant gains in ELA with 73% of students showing gains. Students were given more push-in supports, with specific support staff assigned to them. Students set goals and competed with monthly goals to show improvement. Students were celebrated when goals were met. Tier 2 and Tier 3 small groups were implemented with progress monitoring.

##### Lowest Performance

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

---

Third grade achievement in ELA was at 47%. A contributing factor would be a lack of release to allow for productive struggling, as well as over scaffolding to support students. There was also a lack of consistency with small group instruction.

##### Greatest Decline

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

---

This year, we did not show a decline in any areas.

##### Greatest Gap

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

---

Third grade ELA and reading are showing the greatest gap between school and state averages. A contributing factor would be a lack of release to allow for productive struggling, as well as over scaffolding to support students. There was also a lack of consistency with small group instruction.

##### EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

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Our greatest area of concern is that we will need to strengthen our core instruction to positively

impact the academic gains of all scholars.

**Highest Priorities**

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

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1. Strengthening the core instruction through collaborative planning and implementation.
2. Strengthening the fidelity of interventions through the use of data and intentional planning.
3. Increase push-in supports during core instruction.
4. Increasing knowledge of interventions for support staff to ensure fidelity in implementation.



## **B. Area(s) of Focus (Instructional Practices)**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### **Area of Focus #1**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Benchmark-aligned instruction, Collaborative Planning, Differentiation, ELA, ELA required by RAISE (specific questions), Instructional Coaching, Intervention, Math, Professional Learning, Professional Learning Communities, Science, Small-group Instruction, Student Engagement**

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

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Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Benchmarks/Standards-based data (SSA, FAST, walkthrough data, etc.) collected from the 2023-2024 school year showed approximately half of the students performing below grade level in ELA, Math, and Science with a lack of consistency in tasks aligned to grade appropriate benchmarks/standards. Students are not provided with consistent opportunities to be successful with benchmarks/standards-aligned tasks, and teachers have limited effective and engaging teaching methods to support learning through productive struggle.

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

---

Strategically focus on 3-5 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

#### **Grades K-2: Measurable Outcome(s)**

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Each scholar in grades K-2 will be administered the Early Literacy Formative Assessment Check (ELFAC). Interventive plans and progress monitoring will be put into place for identified student. The expectation is that over 70% of student in grades K-2 will be proficient in ELA as a result of core instruction and interventions as measured by Cycle 3 STAR data.

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

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In 3rd grade data from Early Literacy Formative Assessment Check (ELFAC)/Reading Record, prior year PM3 data, core phonics survey, ISIP, and PM1 and PM2 data will be used to make intervention decisions. Through interventions and strong core instruction, assessment, and monitoring, over 70% of 3rd - 5th scholars will be proficient by PM3.

Proficiency in Science will increase from 59% to 70% as measured by SSA. Overall proficiency in English Language Arts will increase from 48% to 60% as measured by PM3 FAST testing. Grade 3 proficiency in ELA will increase from 47% to 60% as measured by the PM3 FAST testing. Overall proficiency in Mathematics will increase from 54% to 65% as measured by FAST testing.

Learning gains in ELA will increase from 52% to 60% and from 73% to 80% with L25. Learning gains in math will increase from 61% to 70% and L25 will be 47% to 60% for L25.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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This area of focus will be monitored through interim formative assessments including content area assessments, and FAST progress monitoring cycles. Monitoring will also occur during weekly PLCs through formative assessment data analysis. Appropriate coaching along with actionable feedback with follow-up will be provided to identified instructional personnel as needed.

Our K-5 Area of Focus will be through learning communities that integrate the six components of reading (phonemic awareness, phonics, fluency, oral language, comprehension, and vocabulary) into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies outlined in the Pinellas Early Literacy Initiative. Classroom walkthroughs and formative assessment data.

**Person responsible for monitoring outcome**

Brandie Williams-Macon

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

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

**Rationale:**

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

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

Implement tiered strategies for interventions to ensure 100% benchmark/task alignment for content areas.

**Rationale:**

If teachers deliver research-based content area tiered interventions, then students will demonstrate mastery of subject area content.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Literacy Leadership

**Person Monitoring:**

Brandie Williams-Macon

**By When/Frequency:**

Ongoing through May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

School Literacy Leadership Teams meet regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading. Build capacity by identifying teachers, coaches and district staff who can support training in the use of evidence-based curriculum, instruction, and intervention aligned to the B.E.S.T. ELA Standards. School Literacy Leadership Team plan family reading nights grounded in family friendly evidence-based practices to support the home-school connection.

**Action Step #2**

Literacy Coaching

**Person Monitoring:**

Brandie Williams-Macon

**By When/Frequency:**

Ongoing through May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Literacy coaches work with school principals to plan and implement consistent professional learning using strategies that demonstrate a significant effect on improving student outcomes. Literacy coaches prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching, modeling, and mentoring in classrooms daily.

Literacy coaches support and train teachers to administer assessments, analyze data and use data to differentiate instruction.

### **Action Step #3**

Assessment

**Person Monitoring:**  
Brandie Williams-Macon

**By When/Frequency:**  
Ongoing through May 2025

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Develop a structure for ongoing formative assessment is in place to determine where instruction should be modified to meet individual student needs. Determine a structure for conducting screening, progress monitoring and diagnostic assessments is in place to identify students with a substantial deficiency in reading.

### **Action Step #4**

Professional Learning

**Person Monitoring:**  
Brandie Williams-Macon

**By When/Frequency:**  
Ongoing through May 2025

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Professional Learning Communities (PLCs) are guided by assessment data and are ongoing, engaging, interactive, collaborative, and job-embedded and provide time for teachers to collaborate, research, conduct lesson studies, and plan instruction. School-based teams are provided professional learning sessions on the science of reading and evidence-based literacy instruction, materials, and assessment. School-based teams provide training to teachers that integrate the six components of reading (phonemic awareness, phonics, fluency, oral language, comprehension, and vocabulary) into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies.

## **Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

### **ESSA Subgroups specifically relating to Black/African American Students (BLK)**

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Benchmarks-based assessment data (FAST) collected from the 2023-2024 school year showed students performing below grade level in ELA, Math, and Science with a lack of consistency in tasks aligned to grade appropriate standards. Students are not provided with consistent opportunities to be successful with benchmarks aligned tasks, and teachers have limited effective teaching methods to support Black/African American learners.

#### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for

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each relevant grade level. This should be a data-based, objective outcome.

---

Black/African-American student proficiency will increase from 43% to 75% in ELA. Learning gains will increase from 59% to 75%.

Black/African-American student proficiency will increase from 43% to 75% in math. Learning gains will increase from 53% to 75%

Black/African-American student proficiency will increase from 20% to 75% in science.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

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

### **Person responsible for monitoring outcome**

Brandie Williams-Macon

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### **Description of Intervention #1:**

Strengthen staff ability to engage students in complex tasks. Enhance their knowledge of our Black/African-American students language access level to so they provide scaffolds to reach these complex tasks. Support staff to utilize data to organize students to interact with content in manners which differentiate/ scaffold instruction to meet the needs of each student.

### **Rationale:**

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

### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

No

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

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

### **Action Step #1**

Intervention implementation

**Person Monitoring:**

Brandie Williams-Macon

**By When/Frequency:**

Daily

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Provide benchmark-based, data-driven intensive corrective interventions during the school day through differentiated instruction.

**Action Step #2**

Core instruction implementation

**Person Monitoring:**

Brandie Williams-Macon

**By When/Frequency:**

Daily

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

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

**Area of Focus #3**

Address the school's highest priorities based on any/all relevant data sources.

**ESSA Subgroups specifically relating to English Language Learners (ELL)****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Benchmarks-based assessment data (FAST) collected from the 2023-24 school year showed students performing below grade level in ELA and Math with a lack of consistency in tasks aligned to grade appropriate standards. Students are not provided with consistent opportunities to be successful with benchmarks aligned tasks, and teachers have limited effective teaching methods to support EL learners.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

EL student proficiency in ELA will increase from 58% to 75%.

EL student proficiency in math will increase from 52% to 75%.

EL student proficiency will increase from 50% to 75% in science.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of

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how ongoing monitoring will impact student achievement outcomes.

---

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

**Person responsible for monitoring outcome**

Tabatha Carlson

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Strengthen staff ability to engage students in complex tasks. Enhance their knowledge of our ELL students language access level to so they provide scaffolds to reach these complex tasks. Support staff to utilize data to organize students to interact with content in manners which differentiate/ scaffold instruction to meet the needs of each student.

**Rationale:**

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

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Student Engagement

**Person Monitoring:**

Brandie Williams-Macon

**By When/Frequency:**

Ongoing through May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Classroom teachers will implement research-based instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans with ongoing feedback from Administration.

**Action Step #2**

Data Tracking

**Person Monitoring:**

**By When/Frequency:**



Tabatha Carlson

Ongoing through May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Classroom teachers will utilize student data tracking folders for goal setting and action planning for each student. Grade levels will host family nights that focus on strategies families can use to help scholars academically and behaviorally.

**Action Step #3**

ELL support

**Person Monitoring:**

Brandie Williams-Macon

**By When/Frequency:**

Ongoing through May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Create a schedule for the Bilingual Assistant to directly support standards-based instruction for ELs through a push-in model. (Provide support and PD and establish clear expectations with accountability).

**Action Step #4**

ELL Learning Plans

**Person Monitoring:**

Tabatha Carlson

**By When/Frequency:**

Ongoing through May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Create a plan for each student coded LY and LF to receive appropriate testing accommodations and environment starting day one for each assessment; create a plan for monitoring. Ensure that interventions include specific accommodations to meet the needs of ELs. Develop and implement an effective process to distribute information on language proficiency levels and length of time in U.S. schools' information and data for each student coded LY to each teacher who works with the student. Provide learning opportunities for teachers and staff on the use of the WIDA Ellevation reports, Can-Do Approach and MPIs to support differentiated planning and instruction, based on ELs' language proficiency levels and needs. Develop and implement an effective process of monitoring that WIDA Can Do Descriptors and Model Performance Indicators (MPIs) are utilized in each classroom with LY students to plan and deliver effective and comprehensible instruction to ELs at their level of English language proficiency with ongoing feedback.

**Area of Focus #4**

Address the school's highest priorities based on any/all relevant data sources.

**ESSA Subgroups specifically relating to Students With Disabilities (SWD)****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Benchmark/standards-based data (FAST, unit assessments, walkthrough data, etc.) collected from the 2022-23 school year showed students performing below grade level in ELA, Math, and Science with a lack of consistency in tasks aligned to grade-appropriate standards. Students are not provided



with consistent opportunities to be successful with benchmark/standards-aligned tasks, and teachers have limited effective teaching methods to support learning.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Students with Disabilities' proficiency levels in ELA will increase from 59% to 75%.

Students with Disabilities' proficiency levels in math will increase from 48% to 75%.

ESE student proficiency will increase from 56% to 75% in science.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

The area of focus will be monitored through interim unit assessments including content area and diagnostic assessment data, FAST cycle assessments, and consistent walkthroughs with feedback.

### **Person responsible for monitoring outcome**

Brandie Williams-Macon

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

Students requiring ESE services work toward mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE). Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social, and emotional needs. Ensure that SWD are provided with quality behavioral and/or academic strategies that are designed to reduce discipline/disproportionate placement in ESE programs. Continuous walkthroughs by administration to ensure that SWD are engaging in rigorous, grade-level content and providing instructional staff with strategies and professional development to support teachers and scholars.

#### **Rationale:**

If students' core instruction and interventions are rigorous and engaging and meet their needs as identified through their Individualized Education Plan (IEP), they should be able to demonstrate at least one year's worth of learning gains as evidenced through progress monitoring.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Inclusive scheduling

**Person Monitoring:**

Khalilah Dawkins

**By When/Frequency:**

Ongoing through May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

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

**Action Step #2**

IEP monitoring

**Person Monitoring:**

Brandie Williams-Macon

**By When/Frequency:**

Ongoing through May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Monitor the IEP/504 of each student to ensure interventions/accommodations meet the needs of the student.

**Action Step #3**

Intervention fidelity

**Person Monitoring:**

Brandie Williams-Macon

**By When/Frequency:**

Ongoing through May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Provide benchmark-based, data-driven intensive corrective interventions during the school day through differentiated instruction.

**Action Step #4**

Collaborative planning

**Person Monitoring:**

Brandie Williams-Macon

**By When/Frequency:**

Ongoing through May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Schedule bi-weekly structured, collaborative planning sessions.

**Action Step #5**

Small group support

**Person Monitoring:**

Brandie Williams-Macon

**By When/Frequency:**

Ongoing through May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

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

**Action Step #6**

IEPs based on needs of scholars

**Person Monitoring:**

Brandie Williams-Macon

**By When/Frequency:**

Ongoing through May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

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

**Area of Focus #5**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to ELA required by RAISE (specific questions)****Grades K-2: Instructional Practice specifically relating to Reading/ELA**

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Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our Area of Focus will be through learning communities that integrate the six components of reading (phonemic awareness, phonics, fluency, oral language, comprehension, and vocabulary) into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies outlined in the Pinellas Early Literacy Initiative. Classroom walkthroughs and formative assessment data.

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

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Strategically focus on 3-5 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

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

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Each scholar in grades K-2 will be administered the Early Literacy Formative Assessment Check (ELFAC). Interventive plans and progress monitoring will be put into place for identified student. The expectation is that over 70% of student in grades K-2 will be proficient in ELA as a result of core instruction and interventions as measured by Cycle 3 STAR data.

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

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In 3rd grade data from Early Literacy Formative Assessment Check (ELFAC)/Reading Record, prior year PM3 data, core phonics survey, ISIP, and PM1 and PM2 data will be used to make intervention decisions. Through interventions and strong core instruction, assessment, and monitoring over 70% of 3rd - 5th scholars will be proficient by PM3.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Our Area of Focus will be through learning communities that integrate the six components of reading (phonemic awareness, phonics, fluency, oral language, comprehension, and vocabulary) into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies outlined in the Pinellas Early Literacy Initiative. Classroom walkthroughs and formative assessment data.

**Person responsible for monitoring outcome**

Brandie Williams-Macon

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

- o Provides print rich, explicit, systematic, and scaffolded instruction
- o Teach students to decode words, analyze word parts, and recognize words
- o Reinforce the effectiveness of instruction in alphabets, fluency, and vocabulary
- o Provide instruction in broad oral language skills
- o Teach students how to use reading comprehension strategies
- o Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension
- o Implement and monitor the use of routine writing in all content areas; including learning logs, quick writes, annotating the text, creating one-pagers, reflection prompts, DLIQ (Do-Learn-Interesting-Questioning), and/or KWLA (Know-Want to Learn-Learned-Apply) charts.

**Rationale:**

To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabets), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read. The utilization of routine writing will allow for solidification of information that is read about.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Literacy Leadership

**Person Monitoring:**

Brandie Williams-Macon

**By When/Frequency:**

Ongoing through May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

o School Literacy Leadership Teams meet regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading. o Build capacity by identifying teachers, coaches and district staff who can support training in the use of evidence-based curriculum, instruction, and intervention aligned to the B.E.S.T. ELA Standards. o School Literacy Leadership Team plan family reading nights grounded in family friendly evidence-based practices to support the home-school connection.

**Action Step #2**

Literacy Coaching

**Person Monitoring:**

Brandie Williams-Macon

**By When/Frequency:**

Ongoing through May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

o Literacy coaches work with school principals to plan and implement consistent professional learning using strategies that demonstrate a significant effect on improving student outcomes. o Literacy coaches prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching, modeling, and mentoring in classrooms daily. o Literacy coaches support and train teachers to administer assessments, analyze data and use data to differentiate instruction.

**Action Step #3**

Assessment

**Person Monitoring:**

Brandie Williams-Macon

**By When/Frequency:**

Ongoing through 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

o Develop a structure for ongoing formative assessment is in place to determine where instruction should be modified to meet individual student needs. o Determine a structure for conducting screening, progress monitoring and diagnostic assessments is in place to identify students with a substantial deficiency in reading.

**Action Step #4**

Professional Learning

**Person Monitoring:**

Brandie Williams-Macon

**By When/Frequency:**

Ongoing through 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

o Professional Learning Communities (PLCs) are guided by assessment data and are ongoing, engaging, interactive, collaborative, and job-embedded and provide time for teachers to collaborate, research, conduct lesson studies, and plan instruction. o School-based teams are provided professional learning sessions on the science of reading and evidence-based literacy instruction, materials, and assessment. o School-based teams provide training to teachers that integrate the six components of reading (phonemic awareness, phonics, fluency, oral language, comprehension, and vocabulary) into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies.

## IV. Positive Culture and Environment

### Area of Focus #1

Positive Behavior and Intervention System (PBIS)

#### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Data collected through School-Based Leadership Team brainstorming, stakeholder surveys, Office Discipline Referral (ODR) data, and Tier 1 data showed that classroom behavior issues are impeding the learning environment.

*If the academic growth of all learners is supported with regards to B.E.S.T Standards and action plan for scaffolded support using collaborative structures and organizational systems is implemented, then unfavorable behavior will no longer impede the learning environment.*

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Last year, ODRs decreased by 29%, from 153 to 109, according to data available on Focus. Our goal is to decrease ODRs by 25% for the 2024-25 school year.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

The area of focus will be monitored through weekly entry of Tier 1 data in Focus, bi-weekly analysis of Office Discipline Referrals distributed and monthly Tier 1 conversations with the School-Based Leadership Team.

Ongoing monitoring through Positive Behavior Interventions and Supports (PBIS) team will help to

actualize a decrease in undesired behaviors.

**Person responsible for monitoring outcome**

Tabatha Carlson

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Positive Behavior Interventions and Supports (PBIS) will be utilized to include deliberate strategies to build classroom relationships and community, ensuring an environment for fair and equitable disciplinary practices for all students.

**Rationale:**

A school-wide commitment to our Guidelines for Success follow the acronym PRIDE (Positive Attitude, Respect, Integrity, Determination, and Empathy). Our token economy and celebrations all align to/ these success criteria and will keep the focus on the positive behaviors students are exhibiting.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

PBIS Stores

**Person Monitoring:**

Tabatha Carlson

**By When/Frequency:**

Ongoing through May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Weekly celebrations and opportunities for students to "spend" their points collected throughout the week. (token economy). The school will monitor the impact of weekly stores to identify scholars that are not consistently receiving 80% of the weekly point allotments. The school is expecting a decrease in undesired behaviors as a result of positive implementation of PBIS points.

**Action Step #2**

Restorative Practices

**Person Monitoring:**

Ruth Arostegui

**By When/Frequency:**

Daily/weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

An intentional attempt to build classroom communities and relationships through utilization of morning meetings and restorative practices. The school is expecting a decrease in undesired behaviors as a result of community building and positive interactions among all stakeholders.



**Action Step #3**

AVID Strategies

**Person Monitoring:**

Tabatha Carlson

**By When/Frequency:**

Ongoing through May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Implementation of AVID strategies to engage all learners, materials, and training in support of rigorous, engaging instruction in all classrooms and restorative practices that reward both staff and students toward focus.

**Action Step #4**

Character lessons

**Person Monitoring:**

Jaclyn Simmonds

**By When/Frequency:**

Monthly through May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Implementation of Commitment to Character lessons in classrooms. The school is expecting a decrease in undesired behaviors as a result of positive implementation of PBIS points.



## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

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Electronic dissemination through school messenger to parents and staff.

List the school's webpage where the SIP is made publicly available.

<https://www.pcsb.org/lynch-es>

#### Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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For staff, it will be discussed during grade level professional school learning communities, in pre-school staff development training, school-based learning communities meetings, GOLD team meetings, etc. It will be distributed to families and community members through School Advisory Council and Parent Teacher Association meetings.

<https://www.pcsb.org/lynch-es>

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

---

The school plans to strengthen the academic program in the school by monitoring the teaching and learning environment through administrative walkthroughs with actionable feedback to improve the learning outcomes. The school will also engage in grade level instructional walkthroughs to identify and utilize best practices and high yield strategies.

**How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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No Answer Entered

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

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No Answer Entered

#### **Preparing for Postsecondary Opportunities and the Workforce**

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

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No Answer Entered

#### **Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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No Answer Entered

#### **Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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No Answer Entered

#### **Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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Our School-Based Leadership Team, along with our grade level team leaders have analyzed the state data to determine the best way to allocate school improvement funding and Title I funding in an effort to build capacity among staff and close learning gaps for all subgroups. We will continue to monitor progress towards these goals in weekly grade level PLCs dedicated to each subject area and through weekly school-based leadership team meetings to monitor Tiered data and the potential need for academic/behavioral supports.

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00