LYNCH ELEMENTARY SCHOOL

2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

 100% Student Success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

williams-maconb@pcsb.org

Position Title
Principal

Job Duties and Responsibilities

 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

carlsont@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

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

simmondsj@pcsb.org

Position Title
School Counselor

Job Duties and Responsibilities

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
Aida Gonzalez

gonzalezai@pcsb.org

Position Title
Teacher

Job Duties and Responsibilities

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

Leadership Team Member #5

Employee's Name
Stacia Baldwin

baldwins@pcsb.org

Position Title
Multi-Tiered Systems of Support Instructional Staff Developer

Job Duties and Responsibilities

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 #6

Employee's Name

Position Title

Job Duties and Responsibilities
No Answer Entered

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

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 gather input for the development of the 2025-2026 SIP.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

SIP monitoring will occur weekly during School-Based Leadership Team and School Advisory Council

meetings to gauge progress made towards effective implementation of and impact on increasing the achievement of students meeting the State's academic standards, particularly for those students with the greatest achievement gap. Lynch ES will update the plan midyear to ensure continuous improvement in all content areas.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: B** **2023-24: B** **2022-23: B** **2021-22: C** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	43	55	60	76	69	64	0	0	0	367
Absent 10% or more school days	1	24	14	24	11	10	0	0	0	84
One or more suspensions	0	0	1	5	5	7	0	0	0	18
Course failure in English Language Arts (ELA)	0	0	0	2	1	0	0	0	0	3
Course failure in Math	0	0	0	0	5	7	0	0	0	12
Level 1 on statewide ELA assessment	0	0	16	43	25	0	0	0	0	84
Level 1 on statewide Math assessment	2	12	14	34	12	15	0	0	0	89
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, 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 2025-26

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	1	7	5	21	13	17	0	0	0	64

Current Year 2025-26

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	2	0	1	5	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2024-25) 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		29	26	27	15	22				119
One or more suspensions										0
Course failure in English Language Arts (ELA)		1		2	1	5				9
Course failure in Math		1		4	4	1				10
Level 1 on statewide ELA assessment				3	13	7				23
Level 1 on statewide Math assessment				2	11	8				21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, 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

Prior Year (2024-25) 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	2	5	7	11				26

Prior Year (2024-25) 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			1	3						4
Students retained two or more times				1						1

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

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 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	48	64	59	52	61	57	50	54	53
Grade 3 ELA Achievement	45	67	59	47	63	58	59	54	53
ELA Learning Gains	48	62	60	53	64	60			
ELA Lowest 25th Percentile	48	59	56	73	62	57			
Math Achievement*	68	69	64	58	66	62	58	61	59
Math Learning Gains	66	67	63	59	68	62			
Math Lowest 25th Percentile	57	56	51	49	58	52			
Science Achievement	65	70	58	63	69	57	54	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	57	67	63	65	61	57	64		59

*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 (FPPI) 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)

2024-25 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	502
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
56%	56%	63%	46%	43%		59%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 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	47%	No		
English Language Learners	46%	No		
Black/African American Students	48%	No		
Hispanic Students	50%	No		
Multiracial Students	55%	No		
White Students	59%	No		
Economically Disadvantaged Students	53%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	48%	45%	48%	48%	68%	66%	57%	65%					57%
Students With Disabilities	29%		37%		54%	79%		38%					
English Language Learners	29%		36%		71%	36%							57%
Black/African American Students	35%	36%	35%		61%	70%		50%					
Hispanic Students	44%	47%	48%		63%	45%							50%
Multiracial Students	42%				67%								
White Students	55%	49%	52%	58%	73%	72%	38%	75%					
Economically Disadvantaged Students	44%	39%	50%	48%	62%	64%	54%	60%					55%

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%					53%
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%	

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.

		2024-25 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	43%	65%	-22%	57%	-14%
ELA	4	40%	62%	-22%	56%	-16%
ELA	5	54%	61%	-7%	56%	-2%
Math	3	59%	68%	-9%	63%	-4%
Math	4	54%	68%	-14%	62%	-8%
Math	5	81%	65%	16%	57%	24%
Science	5	63%	67%	-4%	55%	8%

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?

Most improvement occurred in the area of Mathematics. Methods of data analysis and assessment were changed this year to include scholars assessing with a familiar instructor and setting. Data tracking and goal setting was also a newly improved action this year.

Lowest Performance

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

Overall decreases in English Language Arts achievement, learning gains, and L25 learning gains. There was also a tremendous decline in third grade achievement at 45%.

A contributing factor would be a lack of release of instruction to allow for productive struggle, as well as over scaffolding of instruction to support struggling students. There was also a lack of consistency of small group instruction implementation. Students seemed to lack reading stamina which negatively impacted outcomes.

Greatest Decline

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

Lynch's greatest decline was in English Language Arts. See above.

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.

3rd and 4th grade English Language Arts demonstrated the greatest gap in proficiency with the state. Although our 3rd grade English Language Arts average score was 199, while the State average score was 202, 56% of our 3rd scholars score below proficiency while only 43% of scholars across the state were below proficiency. Likewise, 4th grade had 60% of scholars below proficiency while the state only had 43%. 5th grade had 46% below proficiency while the state had 44%.

EWS Areas of Concern

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

One particular area of concern is attendance. Lynch has 84 children with 10% or more absences which is approximately 20% of our population.

Highest Priorities

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

1. Strengthen core instruction through collaborative planning and implementation.
2. Strengthen the fidelity of interventions through the use of data and intentional planning.
3. Increase push-in supports to support core instruction.
4. Increase 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 ELA

Area of Focus Description and Rationale

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.

Goal: Create a student-centered classroom environment that leads to deep learning by *activating prior knowledge, increasing relevancy, agency, and authentic engagement.

Rationale for Evidence-based Strategies:
Students thrive in classrooms that promote curiosity, improvement, and risk-taking. By tapping into students' curiosities, relevance is created which results in not only higher levels of student engagement, but deeper and long-lasting learning. Learning becomes more meaningful when students not only know what they are learning, but why they are learning it. All students deserve to feel heard and valued in the classroom. Productive classrooms may buzz with conversation. When students contribute to the collective classroom experience, it motivates and engages them by creating a sense of belonging as well as the satisfaction of being appreciated for their thoughts and ideas. They are a valuable member of the classroom learning experience. Establishing clear expectations at the start of each lesson and providing timely, positive feedback during stretches of independent practice will ensure students build agency and confidence when tackling complex texts and tasks on their own.

Measurable Outcome

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.

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

Overall proficiency in English Language Arts will increase from 48% to 70% as measured by Progress Monitoring Cycle 3 of FAST testing. Grade 3 proficiency in ELA will increase from 45% to 70% as

measured by the Progress Monitoring Cycle 3 of FAST testing.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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. Ongoing classroom walkthroughs and formative assessment data will occur.

Person responsible for monitoring outcome
Brandie Williams-Macon

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Collaborative learning Academic discourse Positive relationships Deep motivation & approach Learning Intentions

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:
Advance thinking through writing about reading across the content areas and grade-levels. Evidence-Based Strategy to support: *Cognitive Engagement with Content (PCS 5 Essentials) Write to Learn (PCS 5 Essentials) Teach students to use writing for a variety of purposes (Teaching Elementary School Students to Be Effective Writers, IES Practice Guide, Strong Evidence)

Rationale:
Rationale for Evidence-based Strategy: Writing may be the most powerful teaching tool we have.

Research tells us that writing, thinking, and reading are indelibly linked. Writing is the key to unlocking the other two. Studies have found that when students at any grade level write about texts they have read and content they have been taught – not just in English, but also in social studies, science, and math – their reading comprehension and learning is enhanced. Writing about reading (and other content) forces students to retrieve it in a way that lodges it in their long-term memories. Cognitive scientists call this retrieval practice. Teaching writing about reading (and other content) can be tantamount to teaching students how to think critically. Having students write about what they are learning can yield greater benefits than favored techniques such as discussion, projects, and group work.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
Deepen understanding of B.E.S.T. ELA standards

Person Monitoring:	**By When/Frequency:**
Brandie Williams-Macon	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
· Cultivate a trusting and motivating classroom culture where curiosity, improvement, & risk-taking are valued. · Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with *high-quality feedback and opportunities to use that feedback. · 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; developing a compelling introduction for each lesson: a one- or two-minute preview or "pitch" to help students see the relevance of the day's lesson; meaningful tasks related to student interests & cultural backgrounds; thought-provoking challenges or dilemmas; analogies, metaphors, or humorous anecdotes; opportunities for students to ask their own questions, set their own goals, and make their own choices; employ simple procedures (such as proximity) for ensuring that every student is attentive during instruction—with their eyes are on the teacher, ready to learn · Use materials and assign tasks that are interesting to students and seem relevant to students. · Plan for active learning opportunities to increase joy and satisfaction in learning for each student. · Increase opportunities for collaborative group work with academic discourse. · Allow student choice, especially when students are asked to demonstrate mastery of a skill. · Increase inquiry-based activities to allow for authentic exploration and student-led research. · Plan daily lessons with "teacher clarity" in mind: What are students learning? (A clear benchmark-aligned target), Why do students need/want to learn this? What do students need to be able to do to show they have been successful (success criteria)? to prevent unnecessary frustration and increase motivation; enthusiastically share learning intentions from the start of each lesson. · Plan daily lessons with "teacher clarity" in mind: What are students learning? (A clear benchmark-aligned target), Why do students need/want to learn this? What do students need to be able to do to show they have been successful (success criteria)? to prevent unnecessary frustration and increase motivation; enthusiastically share learning intentions from the

start of each lesson. -Teachers utilize pink pages (k-2) and gold document (3-5) to identify and plan using Achievement Level Descriptors as a resource for planning. · Employ instructional practices that result in students doing the work of the lesson.

Action Step #2
Advance thinking through writing about reading across the content areas and grade-levels.

Person Monitoring:
Brandie Williams-Macon

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• Provide clear, direct, and explicit instruction in writing. • Teach sentence-level activities to develop knowledge and analytical abilities while simultaneously enabling students to learn the mechanics of sentence construction. • While students are reading, break the reading into chunks and provide sentence frames and questions for students to respond to while reading as quick comprehension checks. • Anticipate student responses to the questions/stems posed by creating exemplar responses. • Use prompts/sentence stems that encourage students to explain, analyze, compare, and reflect on texts. • Use sentence stems and graphic organizers to scaffold responses across developmental levels. • Improve organizational and study skills by teaching students to paraphrase, take notes, summarize, and make outlines. • Ensure the writing has a purpose/audience by implementing routines for peer discussion based on the writing and by providing students with frequent feedback. • Use writing to monitor student comprehension of material that has been taught, determine your next instructional steps, and provide effective feedback that will move students forward.

Area of Focus #2

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale
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.

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

Measurable Outcome
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.

 Proficiency in Science will increase from 64% to 70% as measured by SSA.

Monitoring
Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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

Person responsible for monitoring outcome
Stacia Baldwin

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
• Teacher Clarity (Hattie, 0.75 effect size)/ Learning needs to be challenging (Hattie & Zierer, 10 Mindframes for Visible Learning) • Prior Ability (Hattie, 0.82 effect size) • Classroom Discussion (Hattie, 0.82 effect size) • Feedback (Hattie, 0.70 effect size) • Formative Assessment & Feedback* • Cognitive Engagement with Content* • Closed Reading & Annotation Strategies* • Academic Discourse* • Writing to Learn*

Rationale:
• Clarity around goals and making them transparent in the lesson. Goals also need to be appropriately challenging and provide many ways and opportunities to monitor progress from learner entry into the lesson towards the goals of the lesson. -This strategy may be selected if there is evidence that lessons are often not aligned to the standard(s) and/or students are not clear as to the focus/purpose of the lesson. They may be unaware of the objective. • Activating prior knowledge helps students see the connections between previous learning and new instruction, builds on what students already know, provides a framework for learners to better understand new information, and gives instructors formative assessment information to adapt instruction. It is important to slow down, ask our students what they already know about the matter, and make important connections to what is coming. - This strategy may be selected if there is evidence of gaps in learning between grade levels. • Classroom discussion is a method of teaching that involves the entire class in a discussion. The teacher stops lecturing and students get together as a class to discuss an important issue. Classroom discussions allow students to improve communication skills by voicing their opinions and thoughts. Teachers also benefit from classroom discussion as it allows them to see if students have learnt the concepts that are being taught. Moreover, a classroom discussion creates an environment where everyone learns from each other. -This strategy may be selected if there is a need to encourage/enhance student-centered rich conversations around the standard/learning target, providing students opportunities to analyze and apply their learning through discourse.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
Instruction implementation and monitoring

Person Monitoring:	**By When/Frequency:**
Stacia Baldwin	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These supports include review of previously taught benchmarks as well as preview of upcoming benchmarks. • Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, and/or collaborative study groups. • Develop, implement, and monitor a school-wide plan and timeline to support students' natural wonderings through the use of science projects (experiments, research/models, field studies and engineer design tasks), cumulating in a school science night. • 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; promote active learning through writing.

Action Step #2
Instruction implementation and monitoring

Person Monitoring:	**By When/Frequency:**
Stacia Baldwin	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement goal setting opportunities where students regularly participate in setting their own goals, monitoring academic progress throughout the year, revising goals based on data, and celebrating successes. Implement student-led conferences for students to engage in discourse, sharing academic goals/progress. Utilize administrator walkthrough tool to provide weekly feedback to individual teachers as well as communicate and highlight evidence-based practices in science that are impacting student achievement. Utilize the 3-I daily instructional routine (Ignite-Investigate-Inform instruction) to ensure daily science lessons are presented as a whole while monitoring student understanding through the use of informal data collection. During collaborative planning, provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep & lesson rehearsal (previewing/engaging in hands-on tasks, previewing videos and other digital resources) for upcoming lessons, while addressing gaps in learning. Regularly collaborate as a leadership team to engage in meaningful discussions and collective goal setting around improving student outcomes including, but not limited to teacher support, community outreach, active student engagement and strengthening a culture of high expectations for all students. Employ instructional practices that result in active engagement of students (higher-order questioning, hands-on learning, limiting teacher talk, high-quality feedback, and opportunities to use that feedback). Utilize Elementary Science Block Conditions for Learning document walkthrough tool for instructional feedback. Use students' writing to assess understanding, identify misconceptions and guide instruction.

Area of Focus #3

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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.

Deepen understanding of the Florida's B.E.S.T. Standards for Mathematics and Mathematical Thinking and Reasoning Standards (MTR's) as a non-negotiable for improving student outcomes.

Measurable Outcome

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.

Overall proficiency in Mathematics will increase from 68% to 75% as measured by FAST testing.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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.

Person responsible for monitoring outcome
Brandie Williams-Macon

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
*Establish mathematics goals to focus learning *Backwards Planning *Cognitive Engagement with Content *Writing to Learn

Rationale:
Shifting from stating a standard to communicating learning expectations ensures that goals are appropriate, challenging, and attainable. When goals are specific, revisited throughout the lesson and connect to other mathematics, they are clearer to students. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions. Effective Mathematics Teaching

Practices (Principles to Actions, NCTM 2014) The overarching goal of the Math and Science Teacher Institute (MAST) is to develop cohesive and strategic school-based teams, partnering teacher-leaders with administrators to enhance school culture and student learning outcomes in mathematics and science. Our focus is on developing Elementary teachers' leadership skills as well as math/science/ STEM pedagogical content knowledge with a focus on vertical articulation. Training will incorporate science, technology, engineering, mathematics, and leadership skills.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
Deepen understanding of B.E.S.T. Standards

Person Monitoring:	**By When/Frequency:**
Tabatha Carlson	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• Use students' writing to assess understanding, identify misconceptions and guide instruction. • Employ instructional practices and routines that promote student-centered learning such as Higher Order Questioning, Pinellas Problem Solving Routine, Play-Explore-Investigate (PEI) Routine, Number Sense Making Routines, and Collaborative structures. • Ensure instructional supports are in place for all students during core instruction and intervention, based on data, including supports for students with exceptional needs, English language supports, as well as extensions/more advanced tasks for students above benchmark. • Utilize the MTR Coaching tool to provide feedback to individual teachers and communicate and highlight evidence-based practices impacting student achievement with the entire staff. • Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early. • Utilize multiple forms of formative assessment and the District Data PLC Protocol to game plan to utilize differentiated resources to inform future instruction. • Monitor fidelity of small group instruction and student response to small group instruction.

Action Step #2
Participate in Math and Science Teacher Institute (MAST)

Person Monitoring:	**By When/Frequency:**
Tabatha Carlson	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
· Actively participate in the opening and closing sessions, three evening sessions, and additional leadership opportunities · Meet regularly as a school-based team with the support of an assigned district mentor · Implement the school's strategic plan, including the facilitation of ongoing staff training, PLCs, coaching/mentoring, and development of an open classroom environment. · Effectively communicate with district leaders and all school staff as ambassadors for the elementary science and mathematics departments

Area of Focus #4

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

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.

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

Strategically focus on fully implementing the Pinellas Early Literacy Initiative by focusing on VPK-2 classrooms, ensuring equitable use of resources, including instructional supports, school-based professional development, cycles of coaching, and feedback.

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.
Write to Learn (PCS 5 Essentials)
Teach students to use writing for a variety of purposes (Teaching Elementary School Students to Be Effective Writers, IES Practice Guide, Strong Evidence)

Grades K-2: Measurable Outcome(s)

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)

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 demonstrate proficiency by Progress Monitoring Cycle 3.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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.

Person responsible for monitoring outcome

Brandie Williams-Macon

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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 alphabetics, 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

Rationale:

To develop literacy, students need instruction in two related skills: foundational reading and reading comprehension. Employing the evidence-based strategies and action steps will enable students to read words (alphabetics), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Literacy Coaching

Person Monitoring: **By When/Frequency:**
Brandie Williams-Macon   Weekly

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 significantly improve student outcomes in phonemic awareness, phonics, fluency, oral language, vocabulary, comprehension, and/or writing. 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 #2
Literacy Leadership

Person Monitoring: **By When/Frequency:**
Brandie Williams-Macon   Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
School Literacy Leadership Teams meet regularly analyze data to make informed decisions about professional learning offerings and supports required 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 Benchmarks. Guide and support professional learning that emphasizes the reciprocal relationship between oral language, collaborative discussion, and writing, strengthening teachers' capacity to use these practices to help students organize thinking, make cross-curricular connections, and engage with complex academic content. School Literacy Leadership Team plans family reading nights grounded in family friendly, evidence-based practices to support the homeschool connection

Area of Focus #5

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

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.

Create master schedule that allows for collaboration between gen ed and ESE teachers to ensure students receive all services and accommodations throughout their school day.

Measurable Outcome

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 19% to 70%.

Students with Disabilities' proficiency levels in math will increase from 46% to 70%.

Students with Disabilities' proficiency will increase from 39% to 70% in science.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Collaborative planning and PLCs

Rationale:
ESE students require remediation and skill development in order to meet the BEST standards through collaborative planning and appropriate scaffolding of grade level material alongside the gen teacher; to provide timely support for increases in proficient performance.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Planning/Collaboration

Person Monitoring:	By When/Frequency:
Brandie Williams-Macon	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide opportunities for ESE and gen ed teachers to co plan for differentiated instruction and support delivery of services. During planning, ESE and General education teachers will work together to strengthen the connection between SDI, the skill students need to access grade-level content, and the grade-level content. Planning & teaching to intentionally target students' specific skill deficits to provide access to the general education curriculum. Utilize metacognitive strategies in content-based instruction to teach students critical memory and engagement strategies they can use to attain and

access grade level content.

Action Step #2
Standards-based planning of Specially Designed Instruction

Person Monitoring:	**By When/Frequency:**
Brandie Williams-Macon	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Utilizing assistive technology, make rigorous text, materials, content, and activities accessible to all students.

Action Step #3
Monitoring

Person Monitoring:	**By When/Frequency:**
Brandie Williams-Macon	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Utilize multiple sources of data to design instruction and progress monitoring that aligns with the students' IEP goals.

Area of Focus #6

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

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.

Each Teacher Plans and Delivers Lessons that Meet the Needs of EL Students Based on English Language Proficiency Levels and Length of Time in U.S. Schools

Measurable Outcome

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 18% to 70%.
EL student proficiency in math will increase from 43% to 70%.
EL student proficiency will increase from 50% to 70% in science.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
· Provide opportunities to develop academic oral language while teaching literacy and content. · Teach vocabulary across content areas. · Provide instruction and/or support in the primary language as needed. · Offer appropriate interventions for ELs needing support beyond Tier 1. · Implement culturally and linguistically responsive instruction.

Rationale:
These practices are based on peer-reviewed literature and, when implemented systemically, improve EL student outcomes.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Instructional Planning

Person Monitoring:	**By When/Frequency:**
Tabatha Carlson	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
· Designate time for English oral language proficiency development as part of Tier 1 instruction.

Action Step #2
Instructional Planning

Person Monitoring:	**By When/Frequency:**
Tabatha Carlson	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
· Use sheltered instruction practices (comprehensible input, language objectives) in content-area learning.

Action Step #3
Instructional Planning

Person Monitoring:
Tabatha Carlson

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
· Employ peer-supported learning for oral language practice.

Action Step #4
Instructional Planning

Person Monitoring:
Tabatha Carlson

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
· Teach explicit comprehension strategies for content access.

Action Step #5
Instructional Planning

Person Monitoring:
Tabatha Carlson

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
· Provide opportunities for word learning through reading, writing, listening, and speaking.

Action Step #6
Instructional Planning

Person Monitoring:
Tabatha Carlson

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
· Teach high-utility academic words and word-learning strategies.

Action Step #7
Instructional Planning

Person Monitoring:
Tabatha Carlson

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
· Consider transferability of literacy skills for students who are literate in their first language.

Action Step #8
Instructional Planning

Person Monitoring:
Tabatha Carlson

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
· Offer primary-language support as needed, with strategic withdrawal as skills develop.

Action Step #9
Instructional Planning

Person Monitoring:
Tabatha Carlson

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
· Provide targeted small-group interventions at Tier 2 or Tier 3 for struggling ELs, including specific accommodations.

Area of Focus #7

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

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.

Ensure that small group instruction and 1:1 specially designed instruction are planned and implemented in alignment with evidence-based practices, intentionally targeting students' specific skill deficits to provide access to the general education curriculum.

Measurable Outcome

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.

Black student proficiency will increase from 33% to 70% in ELA. Learning gains will increase from 32% to 70%. Black student proficiency will increase from 60% to 70% in math. Learning gains will increase from 68% to 75% Black student proficiency will increase from 46% to 70% in science.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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

Person responsible for monitoring outcome

Brandie Williams-Macon

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Explicit and direct instruction; multi-sensory approach to all learning; utilize a systematic approach for the delivery of instruction.

Rationale:
Multi-sensory instruction uses visual, auditory, kinesthetic-tactile modalities in acquisition of reading skills. Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved; direct explanations and clearly explained skills comprises explicit instruction; teachers are clear, unambiguous, direct and visible—until students meet mastery. Systematic instruction includes breaking lessons into sequential and manageable steps that go from simple to complex skills.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Professional Learning

Person Monitoring:	**By When/Frequency:**
Brandie Williams-Macon	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide Professional Development on Specially Designed Instruction Provide teachers with updated high leverage practices Train teachers on the use of assistive technology Monitor the use of appropriate practices and scaffolding to ensure students' needs are met Participate in professional development associated with utilizing a multi-sensory, direct, explicit way of teaching

IV. Positive Learning 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.

Data collected through School-Based Leadership Team brainstorming, stakeholders 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.

Last year, Office Discipline Referrals increased by 24%, from 109 to 135, according to data available on Focus. Our goal is to decrease ODRs by 25% for the 2025-26 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 ODRs distributed and monthly Tier 1 conversations with 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:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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 of 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 work to keep a 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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
PBIS Store

Person Monitoring:	**By When/Frequency:**
Jaclyn Simmonds	Weekly 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 expected to decrease in undesired behaviors as a result of positive implementation of PBIS points.

Action Step #2
Enhance and implement stronger Tier 2 behavioral interventions for students who are struggling to respond adequately to Tier 1 behavior supports.

Person Monitoring:	**By When/Frequency:**
Stacia Baldwin	Bi-weekly through May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Identify students through the MTSS process and data collection. The school will develop and deliver targeted behavioral interventions as well as provide staff with appropriate Tier 2 strategies through professional learning. Implementation of targeted strategies is expected to increase the percentage of students meeting behavioral benchmarks and reducing the number of referrals to Tier 3 behavioral support.

Action Step #3
Develop and implement engaging student-centered instructional strategies across all grade levels to increase student participation and reduce disruptive behaviors, supported by consistent administrative walkthroughs with actionable feedback.

Person Monitoring:	**By When/Frequency:**
Tabatha Carlson and Brandie Williams-Macon	Daily through May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school leadership team will provide professional learning opportunities that allows for staff to increase engagement within their instruction that will include, but are not limited to: Writing for Impact, AVID strategies, collaborative learning structures, gamifying, and intentional monitoring.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

Methods of dissemination of this SIP, UniSIG budget, and SWP to staff, it will be discussed during grade level professional school learning communities, in preschool staff development trainings, school-based learning community meetings, GOAL team meetings, etc. Methods of dissemination for families and community members will be through our State of the School addresses given in both the Fall and Winter of each school year during School Advisory Council and Parent Teacher Association meetings, as well as through our school website.

Lynch will also disseminate information through our Title 1 Annual Family Meeting, monthly newsletters, weekly family emails/newsletters, and our website. All families will participate in parent-teacher conferences to create plans of success for all scholars. Lynch will provide information before each family event to remind parents of expectations and supports that are available for families, in social media posts, monthly newsletters, and we will house this information in our parent stations located in the front office of our school.

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 Family Engagement Plan (PFEP) is made

publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Lynch Elementary 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 by:
- Providing supplemental instruction that will be discussed with parents during the development of the students' IEP.
- Meetings will be held to discuss student needs and develop new IEPs.
        - Working with VPK teachers and CDAs to coordinate transitions for students into the general education kindergarten classroom.
        - An opportunity for orientation to kindergarten and classroom visits will occur in the spring of the upcoming school year.
        - VPK families will be invited to Family Night Events throughout the school year to better acclimate them to the school environment.
        - Families are encouraged to join the School Advisory Council and PAC.
        - The school will provide information on curriculum during monthly meetings.
    - Families will be encouraged to attend academic family events to receive information regarding curriculum in literacy, mathematics, and science to assist families at home with student achievement. These processes and procedures will also include information regarding formative assessments, state testing, and venues for promoting parent advocacy through school functions (PTA). Events will include Literacy breakfasts, Math and Science Nights, Literacy Nights, Technology Nights, etc.

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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.

Administrative will actively participate in collaborative planning and Professional Learning Communities. Collaborative planning map creation for data analysis. Bi-monthly collaborative professional learning support with content-area instructional staff developers will occur to increase discourse, problem-solving strategies, differentiation identification, and data analysis.

English Speakers of Other Languages - Lynch Elementary School will ensure the unique needs of ESOL students are being met by the following strategies:

1. Ensuring high-quality, standards-based and culturally responsive educational programs for ESOL students and families.

2. Provide professional development for all educators working with ESOL students.

3. Providing information to families in their native language to the extent possible.

IDEA (ESE) - Lynch Elementary School will conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as the specific learning needs and expectations for ESE students.

Title II (Professional Learning dept.) - Lynch Elementary School will take advantage of any support provided by the district in regards professional learning.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Lynch implements YReads! literacy program to help scholars grades K-5. We also implement Promise Time for the same purpose. We also partnered with University of Florida's New Worlds Reading program incorporating a family night event. We distributed information to families of students that qualified for the at-home reading program to register for free support materials. We monitored growth based on data analysis from Progress Monitoring Cycle 1 to Progress Monitoring Cycle 2.

English Speakers of Other Languages- Lynch Elementary School will ensure the unique needs of ESOL students are being met by the following strategies: 1. Ensuring high-quality, standards-based and culturally responsive educational programs for ESOL students and families. 2. Provide professional
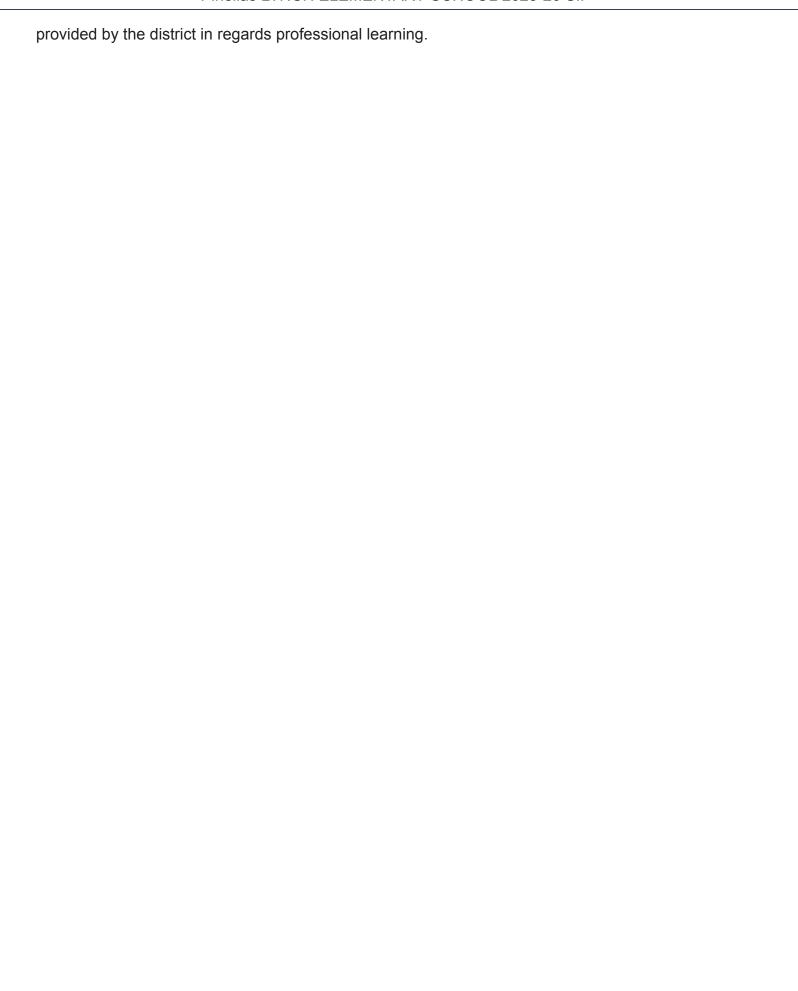
development for all educators working with ESOL students. 3. Providing information to families in their native language to the extent possible.

IDEA (ESE) - Lynch Elementary School will conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as the specific learning needs and expectations for ESE students.

Title II (Professional Learning dept.) - Lynch Elementary School will take advantage of any support

provided by the district in regards professional learning.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

N/A

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

N/A

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

The Multi-Tiered System of Supports (MTSS) model aligns resources in schools for providing high quality instruction and intervention matched to student needs. The MTSS model addresses both academic and behavior needs of students through instructor and interventions developed to meet those needs. The problem solving/response to intervention (PS/RTI) component of MTSS is required in Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004). In an effective Muli-Tiered System of Supports: learning is accelerated to close gaps and prevent new ones; fewer students are at risk over time; decisions about who needs additional support can be made rapidly; rates of intervention success are high; and goals are defined in terms of improved achievement. The school based MTSS coach is used to support the framework by facilitating or modeling the components of MTSS: provide opportunities to practice problem-solving skills; provide collaborative / performance feedback to staff; develop coaching activities based on PD feedback, implementation fidelity; and student outcomes.

The school based MTSS coach is used to support the framework by facilitating or modeling the components of MTSS: provide opportunities to practice problem-solving skills; provide collaborative/

performance feedback to staff; develop coaching activities based on PD feedback, implementation fidelity; and student outcomes.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

N/A

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Ready, Set, Kindergarten family night transition event

The following are strategies that the school employs to assist preschool children in the transition from early childhood education programs to our elementary school program:
- Providing supplemental instruction that will be discussed with parents during the development of the students' IEP.
- Working with VPK teachers and CDAs to coordinate transitions for students into the general education kindergarten classroom.
- An opportunity for orientation to kindergarten and classroom visits will occur in the spring of the upcoming school year.
- VPK families will be invited to Family Night Events throughout the school year to better acclimate them to the school environment.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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