

The School District of Palm Beach County

Lincoln Elementary School



2015-16 School Improvement Plan

Lincoln Elementary School

1160 AVENUE N, Riviera Beach, FL 33404

www.edline.net/pages/lincoln_elementaryschool

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	98%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	D	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lincoln Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

Lincoln Elementary will create a positive culture that promotes learning and engagement for students and adults.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

In addition our school will:

- Schedule and plan school wide multicultural projects
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers
- Provide and demonstrate to faculty members simple strategies for gaining information about students' cultures through book studies (Framework for Understanding Poverty)

Describe how the school creates an environment where students feel safe and respected before, during and after school

- Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

- Universal Guidelines and behavior matrix taught daily to ensure students are aware of school expectations.
- Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)
- SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- Class meetings will occur on a frequent basis to include student feedback.
- School-wide recognition system is in place (Classroom Dojo and Eagle Bucks);
- Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- Utilize data systems to identify students who have attendance, behavioral or academic concerns
- Create data decision rules for number of absences or OSS before referral generated to SBT
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
- Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, college-career planning gaps (FAFSA completion), etc.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	26	33	27	21	18	15	140
One or more suspensions	1	3	6	5	3	13	31
Course failure in ELA or Math	46	40	34	67	81	58	326
Level 1 on statewide assessment	0	0	0	0	0	0	
	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	15	20	10	17	12	16	90

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- SAI , iii, Tutorials, LLI, Wilson, Foundations;
- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
- Create evidence-based interventions to close student need gaps related to earning warning system. For example: Attendance Works National Campaign strategies, targeted solution focused counseling (individual and/or group), parent collaboration/education.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

At least 50% of the parents will attend parent training and/or SAC meetings

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

At this point Lincoln is partnering with Seaquel Care, Bridges, and Youth Bureau Services to utilize their resources to support our students and families that will increase student achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Porter, Alicia	Principal
Barnes, Joy	Instructional Coach
Bougouneau, Tracey	Instructional Coach
Gomez, Lydia	Teacher, K-12
James, Torey	Teacher, ESE
Neale, Jane	Other
Walker, Andrea	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

ESE teacher leads the SBT meetings with the assistance of the ESE teacher and school guidance counselor. Principal, MTSS Coach, and Assistant Principal monitor process to ensure fidelity of functioning and responsibility of each team member. School Leadership team, which includes the above named teachers, meets biweekly to review needs of school and to review curriculum updates. We also analyze various forms of data (assessments, attendance, discipline, etc.) to drive instruction and make purposeful decisions.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Pupil Progression meetings occur with parents and teachers three times a year. Data is collected based on RRR levels, SRI scores, and Diagnostics. At these meetings recommendations to School Based Team are determined and appropriate Tiered interventions are put in place to monitor progress of students based on goals. Lincoln Elementary School will collaborate with programs /agencies to assist with student needs such as SAI, Homeless, Violence Prevention, Nutrition, Housing Department of Children and Families, etc.. Migrant department is contacted as needed to provide services and support for migrant students and families. We will utilize services and agencies to promote business and community involvement, and coordinate services through Seaquel Care, Bridges, and Youth Bureau Services. Safe Schools is contacted as needed to provide Restorative Justice sessions based on need. Title I funds pay for tutorial, classroom supplies, 1 coaching position, part time instructional resource teacher and professional development for teacher collaboration. Lincoln also utilizes these funds to support instruction for students with school supplies and academic resources. Lincoln Elementary teachers will participate in

required Professional Development ongoing.

Our school integrates Single School Culture by sharing our Universal Guidelines for success, following our Behavior Matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during committee and leadership team meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Joy Barnes	Teacher
Elizabeth Robinson	Business/Community
Alicia Porter	Principal

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Presentation of FY15 Science data during SAC meeting

Development of this school improvement plan

School Improvement plan will be the focus of each SAC meeting in developing goals and monitoring progress of each strategy.

Preparation of the school's annual budget and plan

Presented at SAC meetings

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

There are no school improvement funds

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

School will be in compliance on September 17, 2014 during first SAC meeting

Literacy Leadership Team (LLT)

Membership:

Name	Title
Walker, Andrea	Assistant Principal
Bougouneau, Tracey	Instructional Coach
Gomez, Lydia	Teacher, K-12
Neale, Jane	Other

Duties

Describe how the LLT promotes literacy within the school

Implementing Palm Beach County's Units of Study

Implementing LLI program with fidelity.

Provide data chats with students to hold them accountable and to set end of the year goals through the use of SAL-P.

Implements School Wide Reading Counts Program.

Uses data to establish literacy goals for the year.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Administration will provide opportunities for teachers to conduct peer observations, create a schedule for common planning, and opportunities for problem solving.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Coaches, Learning Team Facilitator, Mentors, Assistant Principal, and Principal will provide support to teachers through common planning and learning team meetings as a strategy to retain highly qualified effective teachers. Coaches will model lesson for teachers on an as needed basis and provide specific professional development based on trends.

Provide staff with incentives and recognize them throughout the year for their hard work.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

First year teachers will participate in Palm Beach County's Educator Support Program. The program is overseen by Andrea Walker, Assistant Principal. Each first year teacher has a mentor that assists them in completing their Florida Educator Accomplished Practices. As a part of the ESP program teachers are required to conduct veteran observations and enroll in the Marzano & the Educator Support training through eLearning.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an additional 60 minute reading block (extended day)
- Creating a schedule with an uninterrupted 60 minute writing block
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on RRR levels
- Students receiving push-in/pull out services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction
- Providing Process and Strategy charts for reminders of teaching

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 60

Extended day consists of 60 minutes of additional reading time using Fountas & Pinnell Leveled Literacy Intervention System (LLI). The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading.

Strategy Rationale

- Core Academic Instruction
- Enrichment
- Teacher Collaboration, Planning, and Professional Development

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Walker, Andrea, andrea.walker@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected through the Reading Running Records using the built-in level-by-level descriptions and competencies from The Continuum of Literacy Learning, PreK-8 (2011) to monitor student progress and guide teaching.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The strategies for assisting preschool children in transition from early childhood programs to local elementary school programs include the administration of the statewide kindergarten screening tool to determine readiness. A pre-kindergarten transition meeting is held in May inviting all of the child day care

centers and Voluntary Pre-Kindergarten sites in the area to visit Lincoln Elementary. A Kindergarten Round-Up program in May is held to prepare students and parents for Kindergarten expectations and procedures. Lincoln Elementary encourages early Kindergarten registration at the Kindergarten

Round-Up program and explains the necessary documents for registration. Kindergarten Round-Up will also promote strategies to assist parents in helping students on kindergarten standards and parent training on readiness skills.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Lincoln Elementary teachers provide standards based instruction, then by June of 2016 we will increase our growth percentile to a minimum of 80% in ELA, Math, and Science.
- G2.** If Lincoln Elementary takes measure to improve school culture, then by June of 2016 we will increase our growth percentile to a minimum of 80% in ELA, Math, and Science.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If Lincoln Elementary teachers provide standards based instruction, then by June of 2016 we will increase our growth percentile to a minimum of 80% in ELA, Math, and Science. 1a

 G070040

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	80.0
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	80.0
FSA Mathematics - Achievement	80.0
Math Gains	80.0
Math Lowest 25% Gains	80.0
FCAT 2.0 Science Proficiency	80.0

Resources Available to Support the Goal 2

- Staff, technology programs, standards, supplies, curriculum, professional development books

Targeted Barriers to Achieving the Goal 3

- Limited understanding of demands and rigor of the standard
- Too many resources available not aligned to the rigor of the standard

Plan to Monitor Progress Toward G1. 8

Diagnostic Assessments

Person Responsible

Alicia Porter

Schedule

Evidence of Completion

Achievement data related to goal and targets; completion of SIP mid-year review

G2. If Lincoln Elementary takes measure to improve school culture, then by June of 2016 we will increase our growth percentile to a minimum of 80% in ELA, Math, and Science. 1a

G070041

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	80.0
FSA Mathematics - Achievement	80.0
FCAT 2.0 Science Proficiency	80.0

Resources Available to Support the Goal 2

- SwPBS Team
-

Targeted Barriers to Achieving the Goal 3

- Teacher buy - in
- Lack of Parent Engagement

Plan to Monitor Progress Toward G2. 8

Encouraged use and frequent monitoring of EBC committee (EBC concerns & mtg with principal)

Person Responsible

Alicia Porter

Schedule

Evidence of Completion

SEQ/Ttile I Survey results

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If Lincoln Elementary teachers provide standards based instruction, then by June of 2016 we will increase our growth percentile to a minimum of 80% in ELA, Math, and Science. **1**

 G070040

G1.B1 Limited understanding of demands and rigor of the standard **2**

 B182287

G1.B1.S1 LTF & Coaches will develop plans for professional development to support teachers in understanding of standards and including Marzano 7 elements of rigorous instruction **4**

 S194011

Strategy Rationale

Proper alignment of incorporating the 7 elements within lessons and scales will allow for these elements to be understood and clear through instruction.

Action Step 1 **5**

A schedule will be created for professional development opportunities based on teachers needs

Person Responsible

Alicia Porter

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Coaching log, Coaches schedule, PD Agendas, LTM Agendas, Common Planning Sign Ins

Action Step 2 5

Coaches will go through coaching continuum with all 2nd - 5th grade teachers

Person Responsible

Andrea Walker

Schedule

Biweekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Coaches log, Coaches schedule

Action Step 3 5

Coaches will attend common planning with teachers and provide summary of weeks lessons expectations

Person Responsible

Andrea Walker

Schedule

On 5/27/2016

Evidence of Completion

Common planning sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Review of coaches logs

Person Responsible

Andrea Walker

Schedule

Biweekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Teachers reflections on coaches log on services provided by coach

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Review of Common Planning Agendas and Sign-In Sheets

Person Responsible

Alicia Porter

Schedule

Weekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Common Planning Agendas, Lesson Plans, Sign In Sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Review of reports from iObservation

Person Responsible

Alicia Porter

Schedule

On 5/27/2016

Evidence of Completion

iObservation reports on 7 elements of rigorous instruction

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review of FSQs and USA during LTM

Person Responsible

Jane Neale

Schedule

Weekly, from 9/3/2015 to 5/27/2016

Evidence of Completion

Performance Matters reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review of iObservation reports

Person Responsible

Alicia Porter

Schedule

On 5/27/2016

Evidence of Completion

iObservation data on 7 elements of rigorous instruction

G1.B1.S2 Develop an aligned framework/structure for Area 4 common planning, Learning Team Meetings, and school based common planning 4

 S194012

Strategy Rationale

Proper alignment of materials used during lessons to standards will provide students with knowledge needed to be successful on assessments.

Action Step 1 5

The Lincoln Elementary SBLT will make adjustments to the LTM schedule for realignment to the Area 4 common planning and the school based common planning.

Person Responsible

Alicia Porter

Schedule

On 10/30/2015

Evidence of Completion

Updated LTM schedule

Action Step 2 5

The Lincoln SBLT will create a school based common planning schedule to include all ESE and ELL teachers

Person Responsible

Alicia Porter

Schedule

On 10/30/2015

Evidence of Completion

School Based common planning schedule

Action Step 3 5

The Lincoln SBLT will develop expectations for LTM's, school-based common planning, administration, instructional coaches, and all teachers to include the monitoring of instructional practices based on LTMs, school-based common planning and Area 4 common planning with supporting evidence of student work samples.

Person Responsible

Alicia Porter

Schedule

On 10/30/2015

Evidence of Completion

Expectations document

Action Step 4 5

The Lincoln SBLT will develop monitoring expectations for instruction

Person Responsible

Alicia Porter

Schedule

On 10/30/2015

Evidence of Completion

Expectations document

Action Step 5 5

The Lincoln SBLT will provide feedback to teachers based on their classroom walkthroughs and observations; allow for professional reflection of instructional practices; and provide instructional coaching support based on need through coaching continuum.

Person Responsible

Alicia Porter

Schedule

On 5/27/2016

Evidence of Completion

coaches logs, iObservation data

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom Walkthroughs

Person Responsible

Alicia Porter

Schedule

On 5/27/2016

Evidence of Completion

iObservation data on 7 Elements of Rigorous Instruction

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

iObservation Data

Person Responsible

Alicia Porter

Schedule

On 5/27/2016

Evidence of Completion

Reports from iObservation

G1.B2 Too many resources available not aligned to the rigor of the standard **2**

 B182288

G1.B2.S1 Teachers will use research based resources/materials to provide rigorous instruction **4**

 S194013

Strategy Rationale

Teachers not using appropriate materials

Action Step 1 **5**

A schedule will be created for the resource teacher and instructional para will provide supplemental instruction for students below grade level.

Person Responsible

Alicia Porter

Schedule

Evidence of Completion

Push-In/Pull-Out schedule, listing of students served, signature of supervising teacher

Action Step 2 **5**

A budget will be created to purchase materials materials, such as iReady, TenMarks, Reading & Science A to Z, and Comprehension Strategies Kit to enhance instruction that are aligned with rigor of the standards.

Person Responsible

Alicia Porter

Schedule

Evidence of Completion

Class rosters, usage reports by teacher, lesson plans noting use of program

Action Step 3 5

A tutorial program will be implemented for students who are considered "At Risk" using researched based materials.

Person Responsible

Alicia Porter

Schedule

Evidence of Completion

Lesson Plans, Student Sign-Ins, Teachers Hours

Action Step 4 5

Research based materials such as Fountas & Pinnell Continuum, Prompting Guides, and Marzano taxonomy with question stems to plan for whole and small group instruction.

Person Responsible

Jane Neale

Schedule

Daily, from 9/8/2015 to 5/27/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Observe, conference & review lesson plans

Person Responsible

Andrea Walker

Schedule

Monthly, from 9/15/2015 to 5/27/2016

Evidence of Completion

Observation/Conference Notes, Evidence of review of lesson plans,

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Review usage reports and provide incentives for highest usage

Person Responsible

Joy Barnes

Schedule

Biweekly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Evidence of review of monitoring/data reports, debriefing conference notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Review classroom performance during LTMs

Person Responsible

Jane Neale

Schedule

Weekly, from 9/3/2015 to 5/27/2016

Evidence of Completion

Monitoring of classroom performance progress

G2. If Lincoln Elementary takes measure to improve school culture, then by June of 2016 we will increase our growth percentile to a minimum of 80% in ELA, Math, and Science. 1

G070041

G2.B1 Teacher buy - in 2

B182291

G2.B1.S1 Implement focused vision and share with staff 4

S194014

Strategy Rationale

To make staff aware of expectations

Action Step 1 5

Create clear vision with expectations for Literacy & SwPBS

Person Responsible

Alicia Porter

Schedule

On 7/31/2015

Evidence of Completion

Vision Statement

Action Step 2 5

Share with staff on first day of school and conducting activity to engage stakeholders

Person Responsible

Alicia Porter

Schedule

Evidence of Completion

PowerPoint, Agenda, Sign-Ins

Action Step 3 5

Systematically review expectations in literacy and SwPBS during LTM and faculty meetings

Person Responsible

Alicia Porter

Schedule

Daily, from 8/24/2015 to 5/27/2016

Evidence of Completion

LTM meeting notes

Action Step 4 5

Provide recognition and reinforcement to staff who implement expectations with fidelity

Person Responsible

Alicia Porter

Schedule

Daily, from 9/8/2015 to 5/27/2016

Evidence of Completion

Monday Memo and faculty meetings

Action Step 5 5

Conduct book study using "Framework for Understanding Poverty"

Person Responsible

Alicia Porter

Schedule

Monthly, from 9/16/2015 to 5/27/2016

Evidence of Completion

Faculty Meeting Agendas

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Conduct walkthroughs

Person Responsible

Alicia Porter

Schedule

Biweekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Review of observational notes from walkthroughs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Provide stakeholders with a way to provide feedback after events

Person Responsible

Schedule

Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Survey results from events conducted during and afterschool

G2.B1.S2 Implement a complete and thorough SwPBS plan 4

 S194015

Strategy Rationale

Engage all stakeholders in school success

Action Step 1 5

Leadership team creates expectations for SwPBS and tools to support staff with implementation

Person Responsible

Tracey Bougouneau

Schedule

Monthly, from 6/8/2015 to 8/10/2015

Evidence of Completion

Completed notebook, PowerPoint, and sign - in sheets

Action Step 2 5

Present plans and tools/resources to staff

Person Responsible

Tracey Bougouneau

Schedule

Evidence of Completion

Agenda and sign - ins

Action Step 3 5

Establish SwPBS team by assigning Internal Coach and asking for volunteers

Person Responsible

Lydia Gomez

Schedule

Daily, from 8/11/2015 to 8/31/2015

Evidence of Completion

Google Doc Sign Up Sheet

Action Step 4 5

Recognize students and staff members who adhere to our Guidelines for Success

Person Responsible

Tracey Bougouneau

Schedule

Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Monday Memos, Parent Newsletters

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Awards given to students for adhering to Guidelines for Success

Person Responsible

Tracey Bougouneau

Schedule

Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Classroom DOJO reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Review office discipline referrals

Person Responsible

Andrea Walker


Schedule

Biweekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Office Discipline Referrals - EDW Discipline reports

G2.B2 Lack of Parent Engagement 2

 B182292

G2.B2.S1 Provide opportunities for parents to be engaged in school events that support student achievement 4

 S194016

Strategy Rationale

Increase of student achievement

Action Step 1 5

Principal will create a schedule of monthly activities that are thematic and will provide incentives for parents

Person Responsible

Alicia Porter

Schedule

Monthly, from 9/2/2015 to 5/27/2016

Evidence of Completion

Calendar of Events, Sign In sheets

Action Step 2 5

Lincoln Elementary will seek outside support from high schools to recruit students in teaching program to supervise children during SAC meetings

Person Responsible

Tracey Bougouneau

Schedule

Monthly, from 9/16/2015 to 5/27/2016

Evidence of Completion

SAC sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Review the completion of items

Person Responsible

Alicia Porter

Schedule

On 5/27/2016

Evidence of Completion

Sign In sheets, Agendas

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Conduct parent surveys at the end of each event

Person Responsible

Alicia Porter

Schedule

Monthly, from 9/16/2015 to 5/27/2016

Evidence of Completion

Survey Results

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	A schedule will be created for professional development opportunities based on teachers needs	Porter, Alicia	8/17/2015	Coaching log, Coaches schedule, PD Agendas, LTM Agendas, Common Planning Sign Ins	5/27/2016 biweekly
G1.B1.S2.A1	The Lincoln Elementary SBLT will make adjustments to the LTM schedule for realignment to the Area 4 common planning and the school based common planning.	Porter, Alicia	10/1/2015	Updated LTM schedule	10/30/2015 one-time
G1.B2.S1.A1	A schedule will be created for the resource teacher and instructional para will provide supplemental instruction for students below grade level.	Porter, Alicia	7/1/2015	Push-In/Pull-Out schedule, listing of students served, signature of supervising teacher	one-time
G2.B1.S1.A1	Create clear vision with expectations for Literacy & SwPBS	Porter, Alicia	7/1/2015	Vision Statement	7/31/2015 one-time
G2.B1.S2.A1	Leadership team creates expectations for SwPBS and tools to support staff with implementation	Bougouneau, Tracey	6/8/2015	Completed notebook, PowerPoint, and sign - in sheets	8/10/2015 monthly

Palm Beach - 0211 - Lincoln Elementary School - 2015-16 SIP

Lincoln Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1	Principal will create a schedule of monthly activities that are thematic and will provide incentives for parents	Porter, Alicia	9/2/2015	Calendar of Events, Sign In sheets	5/27/2016 monthly
G1.B1.S1.A2	Coaches will go through coaching continuum with all 2nd - 5th grade teachers	Walker, Andrea	9/8/2015	Coaches log, Coaches schedule	5/27/2016 biweekly
G1.B1.S2.A2	The Lincoln SBLT will create a school based common planning schedule to include all ESE and ELL teachers	Porter, Alicia	10/1/2015	School Based common planning schedule	10/30/2015 one-time
G1.B2.S1.A2	A budget will be created to purchase materials materials, such as iReady, TenMarks, Reading & Science A to Z, and Comprehension Strategies Kit to enhance instruction that are aligned with rigor of the standards.	Porter, Alicia	8/24/2015	Class rosters, usage reports by teacher, lesson plans noting use of program	one-time
G2.B1.S1.A2	Share with staff on first day of school and conducting activity to engage stakeholders	Porter, Alicia	8/11/2015	PowerPoint, Agenda, Sign-Ins	one-time
G2.B1.S2.A2	Present plans and tools/resources to staff	Bougouneau, Tracey	8/11/2015	Agenda and sign - ins	one-time
G2.B2.S1.A2	Lincoln Elementary will seek outside support from high schools to recruit students in teaching program to supervise children during SAC meetings	Bougouneau, Tracey	9/16/2015	SAC sign in sheets	5/27/2016 monthly
G1.B1.S1.A3	Coaches will attend common planning with teachers and provide summary of weeks lessons expectations	Walker, Andrea	9/8/2015	Common planning sign in sheets	5/27/2016 one-time
G1.B1.S2.A3	The Lincoln SBLT will develop expectations for LTM's, school-based common planning, administration, instructional coaches, and all teachers to include the monitoring of instructional practices based on LTMs, school-based common planning and Area 4 common planning with supporting evidence of student work samples.	Porter, Alicia	10/1/2015	Expectations document	10/30/2015 one-time
G1.B2.S1.A3	A tutorial program will be implemented for students who are considered "At Risk" using researched based materials.	Porter, Alicia	10/26/2015	Lesson Plans, Student Sign-Ins, Teachers Hours	one-time
G2.B1.S1.A3	Systematically review expectations in literacy and SwPBS during LTM and faculty meetings	Porter, Alicia	8/24/2015	LTM meeting notes	5/27/2016 daily
G2.B1.S2.A3	Establish SwPBS team by assigning Internal Coach and asking for volunteers	Gomez, Lydia	8/11/2015	Google Doc Sign Up Sheet	8/31/2015 daily
G1.B1.S2.A4	The Lincoln SBLT will develop monitoring expectations for instruction	Porter, Alicia	10/1/2015	Expectations document	10/30/2015 one-time
G1.B2.S1.A4	Research based materials such as Fountas & Pinnell Continuum, Prompting Guides, and Marzano taxonomy with question stems to plan for whole and small group instruction.	Neale, Jane	9/8/2015		5/27/2016 daily
G2.B1.S1.A4	Provide recognition and reinforcement to staff who implement expectations with fidelity	Porter, Alicia	9/8/2015	Monday Memo and faculty meetings	5/27/2016 daily
G2.B1.S2.A4	Recognize students and staff members who adhere to our Guidelines for Success	Bougouneau, Tracey	9/8/2015	Monday Memos, Parent Newsletters	5/27/2016 monthly
G1.B1.S2.A5	The Lincoln SBLT will provide feedback to teachers based on their classroom walkthroughs and observations; allow	Porter, Alicia	9/1/2015	coaches logs, iObservation data	5/27/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	for professional reflection of instructional practices; and provide instructional coaching support based on need through coaching continuum.				
G2.B1.S1.A5	Conduct book study using "Framework for Understanding Poverty"	Porter, Alicia	9/16/2015	Faculty Meeting Agendas	5/27/2016 monthly
G1.MA1	Diagnostic Assessments	Porter, Alicia	5/27/2016	Achievement data related to goal and targets; completion of SIP mid-year review	one-time
G1.B1.S1.MA1	Review of FSQs and USA during LTM	Neale, Jane	9/3/2015	Performance Matters reports	5/27/2016 weekly
G1.B1.S1.MA5	Review of iObservation reports	Porter, Alicia	10/1/2015	iObservation data on 7 elements of rigorous instruction	5/27/2016 one-time
G1.B1.S1.MA1	Review of coaches logs	Walker, Andrea	9/8/2015	Teachers reflections on coaches log on services provided by coach	5/27/2016 biweekly
G1.B1.S1.MA2	Review of Common Planning Agendas and Sign-In Sheets	Porter, Alicia	8/31/2015	Common Planning Agendas, Lesson Plans, Sign In Sheets	5/27/2016 weekly
G1.B1.S1.MA4	Review of reports from iObservation	Porter, Alicia	10/1/2015	iObservation reports on 7 elements of rigorous instruction	5/27/2016 one-time
G1.B2.S1.MA1	Review classroom performance during LTMs	Neale, Jane	9/3/2015	Monitoring of classroom performance progress	5/27/2016 weekly
G1.B2.S1.MA1	Observe, conference & review lesson plans	Walker, Andrea	9/15/2015	Observation/Conference Notes, Evidence of review of lesson plans,	5/27/2016 monthly
G1.B2.S1.MA3	Review usage reports and provide incentives for highest usage	Barnes, Joy	10/5/2015	Evidence of review of monitoring/data reports, debriefing conference notes	5/27/2016 biweekly
G1.B1.S2.MA1	iObservation Data	Porter, Alicia	10/1/2015	Reports from iObservation	5/27/2016 one-time
G1.B1.S2.MA1	Classroom Walkthroughs	Porter, Alicia	9/1/2015	iObservation data on 7 Elements of Rigorous Instruction	5/27/2016 one-time
G2.MA1	Encouraged use and frequent monitoring of EBC committee (EBC concerns & mtg with principal)	Porter, Alicia	9/8/2015	SEQ/Ttile I Survey results	one-time
G2.B1.S1.MA1	Provide stakeholders with a way to provide feedback after events		9/8/2015	Survey results from events conducted during and afterschool	5/27/2016 monthly
G2.B1.S1.MA1	Conduct walkthroughs	Porter, Alicia	9/8/2015	Review of observational notes from walkthroughs	5/27/2016 biweekly
G2.B2.S1.MA1	Conduct parent surveys at the end of each event	Porter, Alicia	9/16/2015	Survey Results	5/27/2016 monthly
G2.B2.S1.MA1	Review the completion of items	Porter, Alicia	9/16/2015	Sign In sheets, Agendas	5/27/2016 one-time
G2.B1.S2.MA1	Review office discipline referrals	Walker, Andrea	9/8/2015	Office Discipline Referrals - EDW Discipline reports	5/27/2016 biweekly
G2.B1.S2.MA1	Awards given to students for adhering to Guidelines for Success	Bougouneau, Tracey	9/8/2015	Classroom DOJO reports	5/27/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If Lincoln Elementary teachers provide standards based instruction, then by June of 2016 we will increase our growth percentile to a minimum of 80% in ELA, Math, and Science.

G1.B1 Limited understanding of demands and rigor of the standard

G1.B1.S1 LTF & Coaches will develop plans for professional development to support teachers in understanding of standards and including Marzano 7 elements of rigorous instruction

PD Opportunity 1

A schedule will be created for professional development opportunities based on teachers needs

Facilitator

Joy Barnes, Tracey Bougouneau, Torey James, Lydia Gomez

Participants

All teachers

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

PD Opportunity 2

Coaches will go through coaching continuum with all 2nd - 5th grade teachers

Facilitator

Joy Barnes and Tracey Bougouneau

Participants

ALL teachers

Schedule

Biweekly, from 9/8/2015 to 5/27/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	A schedule will be created for professional development opportunities based on teachers needs				\$79,008.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100		0211 - Lincoln Elementary School	Title I Part A	0.5	\$65,008.00
<i>Notes: Salary & Benefits</i>						
	6400		0211 - Lincoln Elementary School	Title I Part A		\$10,000.00
<i>Notes: PD Consultants for Teaching Love & Logic</i>						
	6400		0211 - Lincoln Elementary School	Title I Part A		\$4,000.00
<i>Notes: Travel for PD conferences such as FCTM & FCTR</i>						
2	G1.B1.S1.A2	Coaches will go through coaching continuum with all 2nd - 5th grade teachers				\$0.00
3	G1.B1.S1.A3	Coaches will attend common planning with teachers and provide summary of weeks lessons expectations				\$3,001.71
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400		0211 - Lincoln Elementary School	Title I Part A		\$3,001.71
<i>Notes: PD Supplies - paper, chart paper, pens, pencils, ink, professional books, post its, binders, markers, etc.</i>						
4	G1.B1.S2.A1	The Lincoln Elementary SBLT will make adjustments to the LTM schedule for realignment to the Area 4 common planning and the school based common planning.				\$0.00
5	G1.B1.S2.A2	The Lincoln SBLT will create a school based common planning schedule to include all ESE and ELL teachers				\$4,129.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400		0211 - Lincoln Elementary School	Title I Part A		\$4,129.00
<i>Notes: Part Time in System Collaboration</i>						
6	G1.B1.S2.A3	The Lincoln SBLT will develop expectations for LTM's, school-based common planning, administration, instructional coaches, and all teachers to include the monitoring of instructional practices based on LTMs, school-based				\$2,500.00

Budget Data

common planning and Area 4 common planning with supporting evidence of student work samples.						
Function	Object	Budget Focus	Funding Source	FTE	2015-16	
6400		0211 - Lincoln Elementary School	Title I Part A		\$2,500.00	
<i>Notes: Subs for common planning, LTM's and PD</i>						
7	G1.B1.S2.A4	The Lincoln SBLT will develop monitoring expectations for instruction				\$0.00
8	G1.B1.S2.A5	The Lincoln SBLT will provide feedback to teachers based on their classroom walkthroughs and observations; allow for professional reflection of instructional practices; and provide instructional coaching support based on need through coaching continuum.				\$0.00
9	G1.B2.S1.A1	A schedule will be created for the resource teacher and instructional para will provide supplemental instruction for students below grade level.				\$93,691.87
Function	Object	Budget Focus	Funding Source	FTE	2015-16	
5100		0211 - Lincoln Elementary School	Title I Part A	0.75	\$28,683.64	
<i>Notes: Instructional Para</i>						
6400		0211 - Lincoln Elementary School	Title I Part A	0.5	\$32,504.23	
<i>Notes: Resource Teacher</i>						
5100		0211 - Lincoln Elementary School	Title I Part A	0.5	\$32,504.00	
<i>Notes: Math Resource Teacher</i>						
10	G1.B2.S1.A2	A budget will be created to purchase materials materials, such as iReady, TenMarks, Reading & Science A to Z, and Comprehension Strategies Kit to enhance instruction that are aligned with rigor of the standards.				\$29,000.00
Function	Object	Budget Focus	Funding Source	FTE	2015-16	
5100		0211 - Lincoln Elementary School	Title I Part A		\$18,000.00	
<i>Notes: Online subscriptions</i>						
5100		0211 - Lincoln Elementary School	Title I Part A		\$11,000.00	
<i>Notes: Supplies such as: pencils, postits, composition books, chart paper, copy paper, folders, binders, book baggies, books, ink, highlighter tape, book bins, etc.</i>						
11	G1.B2.S1.A3	A tutorial program will be implemented for students who are considered "At Risk" using researched based materials.				\$6,000.00
Function	Object	Budget Focus	Funding Source	FTE	2015-16	

Budget Data						
	5100		0211 - Lincoln Elementary School	Title I Part A		\$6,000.00
<i>Notes: HQ Tutors - Salary & Benefits</i>						
12	G1.B2.S1.A4	Research based materials such as Fountas & Pinnell Continuum, Prompting Guides, and Marzano taxonomy with question stems to plan for whole and small group instruction.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400		0211 - Lincoln Elementary School	Title I Part A		\$500.00
<i>Notes: PD Resource materials</i>						
13	G2.B1.S1.A1	Create clear vision with expectations for Literacy & SwPBS				\$0.00
14	G2.B1.S1.A2	Share with staff on first day of school and conducting activity to engage stakeholders				\$0.00
15	G2.B1.S1.A3	Systematically review expectations in literacy and SwPBS during LTM and faculty meetings				\$0.00
16	G2.B1.S1.A4	Provide recognition and reinforcement to staff who implement expectations with fidelity				\$0.00
17	G2.B1.S1.A5	Conduct book study using "Framework for Understanding Poverty"				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400		0211 - Lincoln Elementary School	Title I Part A		\$500.00
<i>Notes: PD book study books and materials</i>						
18	G2.B1.S2.A1	Leadership team creates expectations for SwPBS and tools to support staff with implementation				\$0.00
19	G2.B1.S2.A2	Present plans and tools/resources to staff				\$0.00
20	G2.B1.S2.A3	Establish SwPBS team by assigning Internal Coach and asking for volunteers				\$0.00
21	G2.B1.S2.A4	Recognize students and staff members who adhere to our Guidelines for Success				\$0.00
22	G2.B2.S1.A1	Principal will create a schedule of monthly activities that are thematic and will provide incentives for parents				\$14,500.01
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6150		0211 - Lincoln Elementary School	Title I Part A		\$7,656.01
<i>Notes: Part Time In System</i>						
	6150		0211 - Lincoln Elementary School	Title I Part A		\$6,844.00

Budget Data

Notes: Supplies for Parent Events

23	G2.B2.S1.A2	Lincoln Elementary will seek outside support from high schools to recruit students in teaching program to supervise children during SAC meetings	\$0.00
Total:			\$232,830.59