

The School District of Palm Beach County

Lincoln Elementary School



2016-17 Schoolwide Improvement Plan

Lincoln Elementary School

1160 AVENUE N, Riviera Beach, FL 33404

<https://line.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	F*	D	C

**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 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Lincoln Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

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

2. School Environment

a. 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)

b. 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;

c. 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.

d. 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.

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	31	29	19	26	13	13	0	0	0	0	0	0	0	131
One or more suspensions	14	10	11	25	27	20	0	0	0	0	0	0	0	107
Course failure in ELA or Math	28	60	42	92	74	68	0	0	0	0	0	0	0	364
Level 1 on statewide assessment	0	0	0	59	51	38	0	0	0	0	0	0	0	148
Level 1 on state math assessment	0	0	0	35	31	28	0	0	0	0	0	0	0	94

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	20	19	15	74	60	52	0	0	0	0	0	0	0	240

c. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

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

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

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

b. Duties

1. 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

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

b. Duties

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

a. Evaluation of last year's school improvement plan

Presentation of FY15 Science data during SAC meeting

b. 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.

c. Preparation of the school's annual budget and plan

Presented at SAC meetings

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

No projects are in the works just yet.

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

Yes

a. 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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 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

2. 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: 30

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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we provide effective and relevant instruction and interventions in a safe and supportive school climate that promotes the social/emotional and academic development of all students, then we will increase reading on grade level by 3rd grade.

Strategic Goals Detail

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

G1. If we provide effective and relevant instruction and interventions in a safe and supportive school climate that promotes the social/emotional and academic development of all students, then we will increase reading on grade level by 3rd grade. 1a

G083682

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	30.0
ELA/Reading Gains	50.0
ELA/Reading Lowest 25% Gains	56.0

Targeted Barriers to Achieving the Goal 3

- Productive collaborative planning sessions
- Low family participation in school academic activities

Resources Available to Help Reduce or Eliminate the Barriers 2

•

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

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

 = Problem Solving Step  S123456 = Quick Key

G1. If we provide effective and relevant instruction and interventions in a safe and supportive school climate that promotes the social/emotional and academic development of all students, then we will increase reading on grade level by 3rd grade. **1**

 G083682

G1.B1 Productive collaborative planning sessions **2**

 B222132

G1.B1.S1 Build the capacity of teachers to analyze student data, to provide effective instructional responses to data to meet student needs, and build a safe supportive, culturally responsive learning environment. **4**

 S234412

Strategy Rationale

To increase student achievement

Action Step 1 **5**

Math & Reading Coach will utilize the coaching continuum to strengthen teachers content knowledge and use of best practices in instructional planning and delivery.

Person Responsible

Alicia Porter

Schedule

Daily, from 8/15/2016 to 6/8/2017

Evidence of Completion

Schedule of modeling and coaching continuum; notes from meetings with teachers; PDD agendas, sign-ins and presentations; PLC agendas, sign-ins and notes

Action Step 2 **5**

Staff will attend professional development activities throughout the year to develop best practices in instruction an collaborative planning.

Person Responsible

Alicia Porter

Schedule

Monthly, from 7/27/2016 to 5/31/2017

Evidence of Completion

travel checklist with supporting documents, (TDEs Registrations, Agendas, Reimbursement Packets), sub slips, TDE's and agendas from district PD.

Action Step 3 5

Teachers will participate in summer collaborative planning to disaggregate data, prioritize instructional needs, formulate an action plan, and begin working on lesson planning, to support action plan.

Person Responsible

Alicia Porter

Schedule

On 6/16/2017

Evidence of Completion

Planning schedule; agendas, sign-ins, notes and action plan from meeting.

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

Emails and meetings

Person Responsible

Alicia Porter

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Email feedback, Admin team meeting agendas, sign-ins and notes from meetings at which coaching is discussed.

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

Reflection

Person Responsible

Alicia Porter

Schedule

Every 2 Months, from 9/6/2016 to 6/2/2017

Evidence of Completion

Analysis of what worked, what needs to be done different next time.

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

Conducting walkthroughs

Person Responsible

Alicia Porter

Schedule

Weekly, from 9/6/2016 to 4/28/2017

Evidence of Completion

iObservation reports

G1.B1.S2 Build a comprehensive Single School Culture for academics, behavior and climate. 4

 S234413

Strategy Rationale

Improve student achievement

Action Step 1 5

Social Service Facilitator will collaborate with SBT contact to identify, assess and develop interventions and resources to decrease barriers that interfere with student achievement.

Person Responsible

Alicia Porter

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

SSF Schedule, notes from meetings, monitoring documents for students served, documents required by safe schools.

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

Meetings

Person Responsible

Alicia Porter

Schedule

On 6/2/2017

Evidence of Completion

Admin Meeting notes, agendas sign-ins, email feedback

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

Leadership Meeting

Person Responsible

Alicia Porter

Schedule

Evidence of Completion

Leadership Meeting Notes, Agendas, Sign-In Sheets

G1.B1.S3 Provide instructional programming that is personalized to each students' unique strengths, needs, interests, aspirations, and cultural identity. 4

S234414

Strategy Rationale

Improve student achievement

Action Step 1 5

Math & Reading Resource teacher will identify and target students through Diagnostic/iReady/FSQ/USA

Person Responsible

Alicia Porter

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Schedule, student groups, lesson plans, student progress monitoring documents.

Action Step 2 5

Instructional Para will support students through the implementation of iReady for small group instruction on standards not mastered

Person Responsible

Alicia Porter

Schedule

Daily, from 9/1/2016 to 6/2/2017

Evidence of Completion

Schedule of support with supervising teachers signature, student groups, lesson plans, notes from teacher/para discussions regarding students progress

Action Step 3 5

Out of system tutor will push in to classrooms to support provide small group instruction

Person Responsible

Alicia Porter

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

schedule, rosters of students in classes supported, lesson plans of teachers indicating support of tutor.

Action Step 4 5

Provide students extended learning opportunities (extended day and afterschool) to support remediation and reinforcement of standards

Person Responsible

Alicia Porter

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

tutorial schedule, invitation for tutorial, packets, time sheets, student sign ins, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Provide Feedback, Meetings

Person Responsible

Alicia Porter

Schedule

Monthly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Emails providing feedback to resource teachers, meetings with discussion of support staff being discussed, reflection template.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Walkthroughs

Person Responsible

Alicia Porter

Schedule

Weekly, from 9/5/2016 to 4/28/2017

Evidence of Completion

iObservation reports

G1.B4 Low family participation in school academic activities 2

 B222135

G1.B4.S1 Develop a continuous partnership between family, community, and school that builds interest, involvement and skill in supporting instruction. 4

 S234415

Strategy Rationale

Increase student achievement

Action Step 1 5

Part time parent liaison will collaborate with teachers to plan and conduct data-driven strategies focused skill building parent trainings

Person Responsible

Alicia Porter

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

schedule of parent events, invitations to trainings, training agendas, sign in sheets, presentations, handouts, parent evaluations

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Conduct parent surveys

Person Responsible

Alicia Porter

Schedule

Monthly, from 8/31/2016 to 6/2/2017

Evidence of Completion

analysis of parent evaluation feedback

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Surveys

Person Responsible

Alicia Porter


















Schedule



Monthly, from 9/5/2016 to 6/2/2017

Evidence of Completion

SEQ Surveys

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1  M306124	Diagnostic Assessments	Porter, Alicia	5/27/2016	Achievement data related to goal and targets; completion of SIP mid-year review	No End Date one-time
G1.B1.S2.MA1  M306118	Leadership Meeting	Porter, Alicia	No Start Date	Leadership Meeting Notes, Agendas, Sign-In Sheets	No End Date one-time
G1.B1.S1.MA1  M306115	Conducting walkthroughs	Porter, Alicia	9/6/2016	iObservation reports	4/28/2017 weekly
G1.B1.S3.MA1  M306120	Walkthroughs	Porter, Alicia	9/5/2016	iObservation reports	4/28/2017 weekly
G1.B1.S1.A2  A301490	Staff will attend professional development activities throughout the year to develop best practices...	Porter, Alicia	7/27/2016	travel checklist with supporting documents, (TDEs Registrations, Agendas, Reimbursement Packets), sub slips, TDE's and agendas from district PD.	5/31/2017 monthly
G1.B1.S1.MA1  M306116	Emails and meetings	Porter, Alicia	8/15/2016	Email feedback, Admin team meeting agendas, sign-ins and notes from meetings at which coaching is discussed.	6/2/2017 monthly
G1.B1.S1.MA3  M306117	Reflection	Porter, Alicia	9/6/2016	Analysis of what worked, what needs to be done different next time.	6/2/2017 every-2-months
G1.B4.S1.MA1  M306122	Surveys	Porter, Alicia	9/5/2016	SEQ Surveys	6/2/2017 monthly
G1.B4.S1.MA1  M306123	Conduct parent surveys	Porter, Alicia	8/31/2016	analysis of parent evaluation feedback	6/2/2017 monthly
G1.B4.S1.A1  A301497	Part time parent liaison will collaborate with teachers to plan and conduct data-driven strategies...	Porter, Alicia	8/15/2016	schedule of parent events, invitations to trainings, training agendas, sign in sheets, presentations, handouts, parent evaluations	6/2/2017 daily
G1.B1.S2.MA1  M306119	Meetings	Porter, Alicia	9/5/2016	Admin Meeting notes, agendas sign-ins, email feedback	6/2/2017 one-time
G1.B1.S2.A1  A301492	Social Service Facilitator will collaborate with SBT contact to identify, assess and develop...	Porter, Alicia	8/15/2016	SSF Schedule, notes from meetings, monitoring documents for students served, documents required by safe schools.	6/2/2017 daily
G1.B1.S3.MA1  M306121	Provide Feedback, Meetings	Porter, Alicia	9/5/2016	Emails providing feedback to resource teachers, meetings with discussion of support staff being discussed, reflection template.	6/2/2017 monthly
G1.B1.S3.A1  A301493	Math & Reading Resource teacher will identify and target students through Diagnostic/iReady/FSQ/USA	Porter, Alicia	8/22/2016	Schedule, student groups, lesson plans, student progress monitoring documents.	6/2/2017 daily
G1.B1.S3.A2  A301494	Instructional Para will support students through the implementation of iReady for small group...	Porter, Alicia	9/1/2016	Schedule of support with supervising teachers signature, student groups, lesson plans, notes from teacher/para discussions regarding students progress	6/2/2017 daily
G1.B1.S3.A3  A301495	Out of system tutor will push in to classrooms to support provide small group instruction	Porter, Alicia	8/15/2016	schedule, rosters of students in classes supported, lesson plans of teachers indicating support of tutor.	6/2/2017 daily
G1.B1.S3.A4  A301496	Provide students extended learning opportunities (extended day and afterschool) to support...	Porter, Alicia	8/15/2016	tutorial schedule, invitation for tutorial, packets, time sheets, student sign ins, lesson plans	6/2/2017 daily

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  A301489	Math & Reading Coach will utilize the coaching continuum to strengthen teachers content knowledge...	Porter, Alicia	8/15/2016	Schedule of modeling and coaching continuum; notes from meetings with teachers; PDD agendas, sign-ins and presentations; PLC agendas, sign-ins and notes	6/8/2017 daily
G1.B1.S1.A3  A301491	Teachers will participate in summer collaborative planning to disaggregate data, prioritize...	Porter, Alicia	6/5/2017	Planning schedule; agendas, sign-ins, notes and action plan from meeting.	6/16/2017 one-time

V. Professional Development Opportunities

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

G1. If we provide effective and relevant instruction and interventions in a safe and supportive school climate that promotes the social/emotional and academic development of all students, then we will increase reading on grade level by 3rd grade.

G1.B1 Productive collaborative planning sessions

G1.B1.S1 Build the capacity of teachers to analyze student data, to provide effective instructional responses to data to meet student needs, and build a safe supportive, culturally responsive learning environment.

PD Opportunity 1

Staff will attend professional development activities throughout the year to develop best practices in instruction an collaborative planning.

Facilitator

Varies

Participants

All Staff

Schedule

Monthly, from 7/27/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Math & Reading Coach will utilize the coaching continuum to strengthen teachers content knowledge and use of best practices in instructional planning and delivery.				\$76,154.56
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	0211 - Lincoln Elementary School	Title I, Part A	0.5	\$36,577.28
			Notes: Salary for Math Coach			
	6400	100-Salaries	0211 - Lincoln Elementary School	Title I, Part A	0.5	\$36,577.28
			Notes: Salary for Reading Coach			
	6400		0211 - Lincoln Elementary School	Title I, Part A		\$3,000.00
			Notes: Supplies for coaches; resource books and guides, paper, ink, chart paper, markers, pens, folders, binders, paperclips, staples, post-its, laminating film, posters, manipulatives.			
2	G1.B1.S1.A2	Staff will attend professional development activities throughout the year to develop best practices in instruction an collaborative planning.				\$7,686.85
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	330-Travel	0211 - Lincoln Elementary School	Title I, Part A		\$5,686.85
			Notes: PLC Training with leadership team			
	6400		0211 - Lincoln Elementary School	Title I, Part A		\$2,000.00
			Notes: Subs for PD			
3	G1.B1.S1.A3	Teachers will participate in summer collaborative planning to disaggregate data, prioritize instructional needs, formulate an action plan, and begin working on lesson planning, to support action plan.				\$3,228.03
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400		0211 - Lincoln Elementary School	Title I, Part A		\$3,228.03
			Notes: Teacher Collaborative Planning			
4	G1.B1.S2.A1	Social Service Facilitator will collaborate with SBT contact to identify, assess and develop interventions and resources to decrease barriers that interfere with student achievement.				\$40,637.58
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

Palm Beach - 0211 - Lincoln Elementary School - 2016-17 SIP
Lincoln Elementary School

	5100		0211 - Lincoln Elementary School	Title I, Part A	1.0	\$40,637.58
			<i>Notes: Ms. Koonce</i>			
5	G1.B1.S3.A1	Math & Reading Resource teacher will identify and target students through Diagnostic/iReady/FSQ/USA				\$72,342.46
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100		0211 - Lincoln Elementary School	Title I, Part A	0.5	\$33,171.23
			<i>Notes: Math Resource teacher, Ms. Barnes</i>			
	5100		0211 - Lincoln Elementary School	Title I, Part A	0.5	\$33,171.23
			<i>Notes: Reading Resource teacher, Ms. Bougouneau</i>			
	5100		0211 - Lincoln Elementary School	Title I, Part A		\$6,000.00
			<i>Notes: Supplies for literacy interventions: LLI ancillary materials, chart paper, posti-its, colored paper, ink, Fundation kits and materials, Wilson resources, Wordly Wise</i>			
6	G1.B1.S3.A2	Instructional Para will support students through the implementation of iReady for small group instruction on standards not mastered				\$27,583.95
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100		0211 - Lincoln Elementary School	Title I, Part A	1.0	\$27,583.95
			<i>Notes: Ms. Kingdom</i>			
7	G1.B1.S3.A3	Out of system tutor will push in to classrooms to support provide small group instruction				\$11,161.80
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100		0211 - Lincoln Elementary School	Title I, Part A	1.0	\$11,161.80
			<i>Notes: Non-Certified Tutor, Mr. Dukes</i>			
8	G1.B1.S3.A4	Provide students extended learning opportunities (extended day and afterschool) to support remediation and reinforcement of standards				\$17,710.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100		0211 - Lincoln Elementary School	Title I, Part A		\$9,500.00
			<i>Notes: Tutorial</i>			
	5100		0211 - Lincoln Elementary School	Title I, Part A		\$8,210.00
			<i>Notes: Supplies for tutorial; pencils, composition books, paper, chart paper, iReady consumables, laminating film, ink, markers, response boards, markers, cleaner, folders, book baggies.</i>			

Palm Beach - 0211 - Lincoln Elementary School - 2016-17 SIP
Lincoln Elementary School

9	G1.B4.S1.A1	Part time parent liaison will collaborate with teachers to plan and conduct data-driven strategies focused skill building parent trainings				\$5,506.48
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150		0211 - Lincoln Elementary School	Title I, Part A		\$4,110.64
			<i>Notes: Parent Liaison 2 hours for 180 days</i>			
	6150		0211 - Lincoln Elementary School	Title I, Part A		\$1,395.84
			<i>Notes: Supplies for parent training/communication; paper, ink, chart paper, markers, pens, refreshments when permitted by policy, laminating film, index cards, literature, school agendas.</i>			
Total:						\$262,011.71