

The School District of Palm Beach County

# Lincoln Elementary School



2017-18 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)	2016-17 Title I School	2016-17 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	2016-17	2015-16	2014-15	2013-14
Grade	C	D	F*	D

*\*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 11/8/2017.

### 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	12
<b>8-Step Planning and Problem Solving Implementation</b>	<b>16</b>
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	18
<b>Appendix 1: Implementation Timeline</b>	<b>28</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>30</b>
Professional Development Opportunities	30
Technical Assistance Items	31
<b>Appendix 3: Budget to Support Goals</b>	<b>31</b>

## 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Lincoln Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- 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.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS.

- 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.

Provide and demonstrate to faculty members simple strategies for gaining information about providing a safe and caring learning environment book study (Discipline with Dignity)

**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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

#### 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	13	27	18	28	14	20	0	0	0	0	0	0	0	120
One or more suspensions	4	7	0	5	5	8	0	0	0	0	0	0	0	29
Course failure in ELA or Math	40	38	29	60	32	71	0	0	0	0	0	0	0	270
Level 1 on statewide assessment	0	0	0	41	22	54	0	0	0	0	0	0	0	117

##### 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	12	17	6	45	24	55	0	0	0	0	0	0	0	159

#### 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).



**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP 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.**

- Open House Night will ensure parents receive curriculum information, Edline information and school website information.
- Provide parents with monthly newsletters to maintain school to family connection
- Teachers are expected to make positive contact with parents each trimester
- Parents are invited to a report card night to ensure parents are aware of their student academic status
- Teachers participate in professional development training to increase positive relationships with parents

**C. Effective Leadership**

**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
Gomez, Lydia	Teacher, K-12
James, Torey	Teacher, ESE
Walker, Andrea	Assistant Principal
Thompson, Maureen	Administrative Support

**b. Duties**

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

SSCC leads the SBT meetings with the assistance of the 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
Alicia Porter	Principal
Laurester Kelly	Parent
Vannette Youyoute	Parent
Alfreda Walters	Parent

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

Presentation of FY17 FSA 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.**

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

**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
Thompson, Maureen	Administrative Support

**b. Duties**

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

This group of professionals is comprised of leaders in literacy. This team may include a literacy leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, Single School Culture Coordinator, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, modeling and/or coaching with feedback, developing teacher leaders, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Administration will also 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.

Our Single School Culture Coordinator, 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. The Single School Culture Coordinator and mentors 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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the 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.**

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential
- 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: 5,400**

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)**

- Core Academic Instruction

**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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

#### **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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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.

N/A

### 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.

N/A

### 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 to meet the needs 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 to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1a

G094950

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	53.0
FSA ELA Achievement - Grade 3	29.0
ELA/Reading Gains	64.0
ELA/Reading Lowest 25% Gains	71.0
FSA Mathematics Achievement	64.0
Math Gains	68.0
Math Lowest 25% Gains	61.0
Statewide Science Assessment Achievement	31.0

**Targeted Barriers to Achieving the Goal** 3

- Knowledge of standards and FSA Item Specs and capacity in understanding the methodology of delivering effective rigorous lessons aligned to the standard
- Parents lack of feeling attendance is important or uncertainty of importance
- Inability to meet social and emotional needs of the majority of our students

**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 to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1

G094950

**G1.B1** Knowledge of standards and FSA Item Specs and capacity in understanding the methodology of delivering effective rigorous lessons aligned to the standard 2

B255489

**G1.B1.S1** Develop and implement a comprehensive literacy PD plan to support teachers' growth in collecting, organizing, and analyzing data, planning for and delivering differentiated literacy instruction, and developing appropriate instructional responses. 4

S270001

### Strategy Rationale

To increase student achievement

### Action Step 1 5

Single School Culture Coordinator will utilize the coaching continuum to strengthen teachers content knowledge and use of best practices in instructional planning and delivery.

#### Person Responsible

Maureen Thompson

#### Schedule

Daily, from 8/14/2017 to 6/1/2018

#### 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

Andrea Walker

#### Schedule

Monthly, from 8/7/2017 to 6/1/2018

#### 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 8/14/2017 to 6/1/2018

#### ***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 8/14/2017 to 6/1/2018

#### ***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 and instructional rounds

**Person Responsible**

Alicia Porter

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

iObservation reports

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

S270002

**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 8/14/2017 to 6/1/2018

**Evidence of Completion**

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

**Action Step 2** 5

Assistant Principal will lead book study on Discipline with Dignity and will be a SwPBS coach

**Person Responsible**

Andrea Walker

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

SwPBS meeting notes, Book Study reflection sheets



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

Meetings

**Person Responsible**

Alicia Porter

**Schedule**

Monthly, from 8/28/2017 to 6/1/2018

***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** Implement schoolwide academic initiatives and customized instructional programming that embed cultural competency and ensure equity and access to rigorous coursework for underrepresented groups during and outside of the school day. 4

 S270003

### Strategy Rationale

Improve student achievement

### Action Step 1 5

SSCC will identify and target students through Diagnostic/iReady/FSQ/USA

#### Person Responsible

Maureen Thompson

#### Schedule

Weekly, from 8/21/2017 to 6/1/2018

#### 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 8/14/2017 to 6/1/2018

#### 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 during reading and math times

#### **Person Responsible**

Alicia Porter

#### **Schedule**

Daily, from 8/14/2017 to 6/1/2018

#### **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 10/16/2017 to 3/16/2018

#### **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 9/4/2017 to 6/1/2018

#### **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 8/28/2017 to 4/27/2018


***Evidence of Completion***

iObservation reports

**G1.B5** Parents lack of feeling attendance is important or uncertainty of importance 2

 B255493

**G1.B5.S1** Engage parents and the community in supporting student success through deliberate parent trainings and community engagement. 4

 S270006

**Strategy Rationale**

Decrease number of student absences

**Action Step 1** 5

Part-time parent liaison will collaborate with teachers to conduct data driven, strategies-based, skill focused parent trainings

**Person Responsible**

Alicia Porter

**Schedule**

***Evidence of Completion***

Monthly Calendars to show parent trainings

**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

Conduct parent trainings and events

**Person Responsible**

Andrea Walker

**Schedule**

Monthly, from 9/13/2017 to 6/1/2018

***Evidence of Completion***

Sign In sheets, Agendas

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

Monthly meeting with district staff to review attendance for at risk students

**Person Responsible**

Alicia Porter


















**Schedule**




Monthly, from 8/30/2017 to 6/1/2018

***Evidence of Completion***

Leadership Meeting Notes

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.MA1  M385809	Diagnostic Assessments	Porter, Alicia	6/1/2018	Achievement data related to goal and targets; completion of SIP mid-year review	No End Date one-time
G1.B5.S1.A1  A361137	Part-time parent liaison will collaborate with teachers to conduct data driven, strategies-based,...	Porter, Alicia	6/1/2018	Monthly Calendars to show parent trainings	No End Date weekly
G1.B1.S2.MA1  M385801	Leadership Meeting	Porter, Alicia	No Start Date	Leadership Meeting Notes, Agendas, Sign-In Sheets	No End Date one-time
G1.B1.S1.A3  A361129	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
G1.B1.S3.A4  A361135	Provide students extended learning opportunities (extended day and afterschool) to support...	Porter, Alicia	10/16/2017	tutorial schedule, invitation for tutorial, packets, time sheets, student sign ins, lesson plans	3/16/2018 daily
G1.B1.S3.MA1  M385803	Walkthroughs	Porter, Alicia	8/28/2017	iObservation reports	4/27/2018 weekly
G1.B1.S1.MA1  M385798	Conducting walkthroughs and instructional rounds	Porter, Alicia	8/14/2017	iObservation reports	6/1/2018 weekly
G1.B1.S1.MA1  M385799	Emails and meetings	Porter, Alicia	8/14/2017	Email feedback, Admin team meeting agendas, sign-ins and notes from meetings at which coaching is discussed.	6/1/2018 monthly
G1.B1.S1.MA3  M385800	Reflection	Porter, Alicia	8/14/2017	Analysis of what worked, what needs to be done different next time.	6/1/2018 every-2-months
G1.B1.S1.A1  A361127	Single School Culture Coordinator will utilize the coaching continuum to strengthen teachers...	Thompson, Maureen	8/14/2017	Schedule of modeling and coaching continuum; notes from meetings with teachers; PDD agendas, sign-ins and presentations; PLC agendas, sign-ins and notes	6/1/2018 daily
G1.B1.S1.A2  A361128	Staff will attend professional development activities throughout the year to develop best practices...	Walker, Andrea	8/7/2017	travel checklist with supporting documents, (TDEs Registrations, Agendas, Reimbursement Packets), sub slips, TDE's and agendas from district PD.	6/1/2018 monthly
G1.B5.S1.MA1  M385807	Monthly meeting with district staff to review attendance for at risk students	Porter, Alicia	8/30/2017	Leadership Meeting Notes	6/1/2018 monthly
G1.B5.S1.MA1  M385808	Conduct parent trainings and events	Walker, Andrea	9/13/2017	Sign In sheets, Agendas	6/1/2018 monthly
G1.B1.S2.MA1  M385802	Meetings	Porter, Alicia	8/28/2017	Admin Meeting notes, agendas sign-ins, email feedback	6/1/2018 monthly
G1.B1.S2.A1  A361130	Social Service Facilitator will collaborate with SBT contact to identify, assess and develop...	Porter, Alicia	8/14/2017	SSF Schedule, notes from meetings, monitoring documents for students served, documents required by safe schools.	6/1/2018 daily
G1.B1.S2.A2  A361131	Assistant Principal will lead book study on Discipline with Dignity and will be a SwPBS coach	Walker, Andrea	8/14/2017	SwPBS meeting notes, Book Study reflection sheets	6/1/2018 monthly
G1.B1.S3.MA1  M385804	Provide Feedback, Meetings	Porter, Alicia	9/4/2017	Emails providing feedback to resource teachers, meetings with discussion of support staff being discussed, reflection template.	6/1/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S3.A1  A361132	SSCC will identify and target students through Diagnostic/iReady/FSQ/USA	Thompson, Maureen	8/21/2017	Schedule, student groups, lesson plans, student progress monitoring documents.	6/1/2018 weekly
G1.B1.S3.A2  A361133	Instructional Para will support students through the implementation of iReady for small group...	Porter, Alicia	8/14/2017	Schedule of support with supervising teachers signature, student groups, lesson plans, notes from teacher/para discussions regarding students progress	6/1/2018 daily
G1.B1.S3.A3  A361134	Out of system tutor will push in to classrooms to support provide small group instruction during...	Porter, Alicia	8/14/2017	schedule, rosters of students in classes supported, lesson plans of teachers indicating support of tutor.	6/1/2018 daily



## 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 to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

**G1.B1** Knowledge of standards and FSA Item Specs and capacity in understanding the methodology of delivering effective rigorous lessons aligned to the standard

**G1.B1.S1** Develop and implement a comprehensive literacy PD plan to support teachers' growth in collecting, organizing, and analyzing data, planning for and delivering differentiated literacy instruction, and developing appropriate instructional responses.

### 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 8/7/2017 to 6/1/2018

## 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	Single School Culture Coordinator will utilize the coaching continuum to strengthen teachers content knowledge and use of best practices in instructional planning and delivery.	\$0.00
2	G1.B1.S1.A2	Staff will attend professional development activities throughout the year to develop best practices in instruction an collaborative planning.	\$0.00
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.	\$0.00
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.	\$0.00
5	G1.B1.S2.A2	Assistant Principal will lead book study on Discipline with Dignity and will be a SwPBS coach	\$0.00
6	G1.B1.S3.A1	SSCC will identify and target students through Diagnostic/iReady/FSQ/USA	\$0.00
7	G1.B1.S3.A2	Instructional Para will support students through the implementation of iReady for small group instruction on standards not mastered	\$0.00
8	G1.B1.S3.A3	Out of system tutor will push in to classrooms to support provide small group instruction during reading and math times	\$0.00
9	G1.B1.S3.A4	Provide students extended learning opportunities (extended day and afterschool) to support remediation and reinforcement of standards	\$0.00
10	G1.B5.S1.A1	Part-time parent liaison will collaborate with teachers to conduct data driven, strategies-based, skill focused parent trainings	\$0.00
Total:			\$0.00