Lincoln Avenue Academy

2017-18 Schoolwide Improvement Plan

Lincoln Avenue Academy

1330 LINCOLN AVE N, Lakeland, FL 33805

http://schools.polk-fl.net/laa

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 KG-5	No	29%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

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 is pending approval by the Polk County School Board.

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.

Table of Contents

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 Avenue Academy

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We model for our students the behaviors of internationally minded people who recognize the talents within themselves and others, respect individual and cultural differences, and appreciate their roles as stewards of our planet.

We create an environment that instills in our students the insight to value and take responsibility for their own learning, while encouraging them to be curious inquirers as they interact with the world around them.

We focus our transdisciplinary units of study on concepts of global significance, promoting an awareness of the commonality of the human experience, which fosters their sensitivity to the differences within our world-wide community.

We empower students to take their learning to thoughtful and appropriate actions that affect our global community.

b. Provide the school's vision statement.

"We, at Lincoln Avenue Academy, are committed to developing in our students the potential to become global leaders, prepared to take action to better our world."

2. School Environment

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

Our teachers cultivate interactions with their students to connect with each child on a meaningful level. They employ a variety of strategies and assessments to accomplish this objective. For example, they administer running records to understand their students as readers, performance tasks to gain insight into the best way each student learns, and parent/student surveys to identify the parent's perceived strengths of each child. Teachers learn about students by observing them at work and play. This type of observation helps teachers determine the areas in which their students are successful and those in which they are less adept. Teachers gather information about student interests, abilities, learning preferences, and motivations. They may do so by using written inventories, interactive devices, or other forms of communication, including personal conversations with students and their families. Three times each year, teachers engage in a face-to-face portfolio conference with each student's families. During this time, teachers share the student's individual strengths and weaknesses of each student, while at the same time, gather additional information from the families about each child. Additionally, six times a year, teachers and learners engage in the IB Learner Profile Attributes reflection and assessments to determine each child's strengths and weaknesses in their attribute progression.

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

Before school, our teachers have voluntarily implemented a program to assist any of our school's struggling students. This program works to not only fulfill any academic concerns but social and emotional as well. The teachers working this program focus on developing deep relationships with the

participants and their families. Each child's basic needs are met. Teachers make sure that a signature is provided in the agenda, forms and supplies are brought in, sponsorship for fieldtrips are made, and any other basic need the student may have in met. As a desegregation school, magnet schools promote equity and diversity. Our uniforms put all students on equal grounds, allowing them to focus solely on academics. Our goal is to contribute to betterment of our society and community by focusing on building lifelong friendships, respect and appreciation of diversity. Having uniforms supports that goal but taking away distractions that different clothing brands and styles may bring to our campus. This allows students to focus on academics, minimizes behavior problems and fosters our community of learners. After school needs are met with constant communication between school, home and often times; after school day cares. Teachers communication with the after school programs has served to benefit students that arrive at home too late for parents to help with academic and behavioral needs.

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.

Lincoln Avenue Academy has always had a high level of expectations for both academics and behavior. CHAMPS is a system that has been implemented at Lincoln that provides a school-wide system of behavior management and student expectations. As a desegregation school, magnet schools promote equity and diversity. Our uniforms put all students on equal grounds, allowing them to focus solely on academics. Our goal is to contribute to betterment of our society and community by focusing on building lifelong friendships, respect and appreciation of diversity. Having uniforms supports that goal but taking away distractions that different clothing brands and styles may bring to our campus. Additionally, our school participates in the PBS program. Each grade level works each school year to align their expectations and rewards for students. Spontaneous awards for positive behavior helps to keep the students focused on their expectations. Additionally a school-wide policy for parent communication documented in the child's agenda has helped to keep parents informed of each child's behavioral strengths and needs. School-wide rules are posted throughout the campus as an additional reminder of Lincoln's behavioral expectations. All of these strategies allow students to focus on academics, minimizes behavior problems and fosters our community of learners.

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.

• Given that one of the main tasks of the Leadership Team/PSLT is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).

• The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.

• The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
o Use the problem-solving model when analyzing data:
1. What is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)
3. What are we going to do about it? (Action Plan Design and Implementation)
4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple

areas –
curriculum content, behavior, and attendance
o Develop and test hypotheses about why student/school problems are occurring (changeable
barriers).
o Develop and target interventions based on confirmed hypotheses. Interventions may include
academic
interventions as well as counseling, mentoring, and other pupil services.
o Identify appropriate progress monitoring assessments/data collection tools to be administered at
regular
intervals matched to the intensity of the level of instructional/behavioral/intervention support provided.
o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound,
and
measureable (e.g., SMART goals).
o Review progress monitoring data at regular intervals to determine when student(s) need more or
less support
(e.g., frequency, duration, intensity) to meet established class, grade, behavior, and/or school goals
(e.g.,
use of data-based decision-making to fade, maintain, modify or intensify intervention and/or
enrichment
support).
o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
o Assess the implementation of the strategies on the SIP using the following questions:
1. Does the data show implementation of strategies are resulting in positive student growth?
2. To what extent are we making progress toward the school's SIP goals?
3. If we are making progress, what can we do to sustain what is working?
4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?

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.

Early warning system indicators reported two times per month including the following:
• Chronic absenteeism rate 10% or higher by school and grade
• ISS and OSS discipline referrals by school and grade
• Progress monitoring 3 times per year
• Monitoring of acquired credits each semester
• Count of over - age students at middle and elementary grade levels
(last week of October)

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	4	5	1	6	2	6	0	0	0	0	0	0	0	24
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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

ADDITIONAL TIER 1 INTERVENTIONS
In addition to differentiation of instruction, data driven instruction and immediate targeted interventions, Lincoln provides more intensive interventions to maintain students on Tier1
o DEEP (Differentiated Educational Enrichment Plan) Interventions – before and after school individual
or small group intervention by magnet school attractor unit teachers, SAI (Supplemental Academic Instructional Staff) and MSAP (Magnet Schools Assistance Program) staff; available daily – these teachers also provide mentoring and follow up for students
o Homework and study assistance in the "math lab" before school or during media center time
o Regular small group and individual tutoring sessions during 15 minutes of Physical Education, media
classes or computer lab time
o Support team providing targeted small group interventions
o "wrap around services"- support staff works with parents to identify services such as health care; after
school scholarships and programs; transportation for parent to participate in school activities; assistance with basic needs, free supplies and uniforms etc., in order to assure all students fell safe and valued

MOST (Multiple Opportunities for Student Targets)
This program (previously called PACT – Parent, Administration, Child, Teacher) is an intermediate intervention between Tier 1 and Tier 2. Students involved in the MOST program have been referred due to persistent behavior or academic struggle. The purpose of the program is to provide ongoing communication with parents, provide student with more intensive interventions and help student continue adequate progress. A set time is established for families to meet with teacher, support staff and administrator to come up with an individual plan for improvement. Meetings are monthly, last 30 minutes and set at the same time each month. This allows us to assist families with transportation and requests to employers (if requested). The Most forms are embedded for your information. In most cases, this program avoids placement to Tier 2 and allows parents access to more personalized path to mastering standards.

SUMMER LEARNING
All students are provided with summer learning options as a courtesy to parents. These include an online book club monitored by teachers, teacher monitored Khan Academy and Lymboo math and an end of the summer project as well as a printed portfolio of daily practices that are aligned to both the student need and standards. Additionally, two staff members meet monthly with struggling parents to support their efforts at home.

For students who are struggling academically, specific summer learning paths are created, all materials provided and intermediate meeting times set up as a part of our DEEP (Differentiated Educational Enrichment Program) summer plan. Teacher frequently communicates with parent to assist the child.

Assistance for students entering Lincoln after Kindergarten
Majority of students entering Lincoln after the Kindergarten year lag in academic skills, especially in areas of writing, science and math; the gap widens proportional to grade and we see an even wider achievement gap in students entering grades 3-5. In the last few years, over 75 percent of entering students were categorized as bottom 25% in some area, many entering with performance less than 3. To assure these students adapt to Lincoln, we provide targeted interventions in class, scaffolding of instruction, tutoring of priority standards with immediate interventions. We also assist students with adaptations to high expectations, high cognitive complexity of tasks and collaborative work environment through peer assistance and teacher facilitation.

Entering K at Lincoln Academy
Our Tier 1 interventions begin prior to the first day of Kindergarten
• Kindergarten Discovery Day (KDD is Lincoln's Kindergarten round up) is usually held in May
• At this time, Kindergarten teachers administer a 10 minute assessment to students in attendance that
focus on oral comprehension, basic K readiness skills and ability to pattern; teacher also notes any speech or behavior issues that may not be developmentally on target
• At KDD, parents are provided with readiness activities (in reading and/or math) they can do with their
students; students who need extra support are provided DEEP packets (Differentiated Educational Enrichment Program) for summer- while not mandated, these provide ample materials for diverse parents to help with kindergarten readiness. A teacher follows up with families several times during summer to talk about progress and needs.
• Preliminary data is used to create heterogeneous classes and begin discussion of differentiation in building lesson plans and classroom activities

FOCUS ON DIVERSITY
Currently just about 50% of our students identify themselves as minority. As an original desegregation school, diversity plays an important role and is embedded in our curriculum with meaningful activities that help students feel valued, important and motivated. For example, as a part of our 4th grade unit "Forget Me Not" students plan and implement Martin Luther King work-a-thon that draws hundreds of volunteers. Inclusion of significant authors and scientists from diverse backgrounds helps create an environment of collaboration and maintains focus on high achievement.

ACCOMMODATIONS FOR DIVERSE STUDENT GROUPS
o All IEP, 504, and ESOL accommodations are applied with fidelity
o Teachers receive training and support for accommodating students in the class
o Fidelity of implementation is continuously monitored by the support team
o Students are taught how to monitor and request own accommodations starting in grade 3

TIER 2 / TIER 3 INTERVENTIONS
Students who are still not successful after all of the Tier 1 interventions are placed in Tier 2 and Tier 3 interventions, following the district's MTSS (Multi-Tiered System of Supports) protocol. The problem solving team meets weekly to discuss progress and assists teachers in selecting, providing and monitoring interventions. These interventions include intensive targeted interventions during iii time. Lincoln referrers a minimal number of students for the ESE services, a testimony of MTSS working to help students achieve.

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?
No

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

2. Description

• Orientation: Our school begins the year by welcoming our Lincoln families with a summer post card inviting the students to their new classrooms on the date of Polk County's Orientation. Lincoln's Orientation is an opportunity for parents to meet their teacher and begin a personal relationship with the teacher.
• Parent Information Night: Within the first two weeks of school, our families are invited bask to Lincoln for an evening information event. During this meeting, parents are informed of their child's grade levels procedures and expectations for the year, our school's mission and vision, as well as all dates for the year in which the families can be involved.
• Parent Education Night: Within the first four weeks of school, our teachers host a Parent Education Night. This intention of this night is to inform our families of our school's mission and vision, current educational shifts, mandates, and best practices that affect our students.
• Portfolios: Three times each year, teachers engage in a face-to-face portfolio conference with each student's families. During this time, teachers share the student's individual strengths and weaknesses of each student, while at the same time, gather additional information from the families about each child.
• Educational Culminating Events: Each grade level hosts various events throughout the year that encourage parental and family involvement by inviting them into the school. An example of these events include: Grandparent's Day, Swamp Stomp, Special's Showcase, classroom celebrations, awards ceremony, chess team, music performances, fieldtrips, PTO meetings, SAC meetings, FCAT celebrations, Earth Day tree plantings, 100th Day Celebrations, Donuts for Dads, Muffins for Moms, Jump rope for Heart, Chinese New Year, Arctic Day, and many others.

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.

The school's efforts to build and sustain partnerships involve collaboration with School Advisory community members, and MSAP grant funded personnel (IB coordinator and Teacher Resource Trainer Specialists), as well as efforts of various grade levels. Our SAC committee meets monthly and is a main vehicle in forming new partnerships with businesses and community. In addition, school personnel organizes community events such as the annual Martin Luther King workathon each MLK day. We also implement an Enhancement Hour, 12 week program for grade 5 that features various speakers from the community. Finally, as a part of magnet program requirements, the grant funded personnel recruits and works with businesses and community partners to assure their active contribution to our program.

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
Hollen, Evelyn	Other
Beck, Jessie	Other
Kieffer, Fi	Teacher, PreK
Wallace, Holly	Teacher, K-12

b. Duties

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

The roles and responsibilities of Lincoln's principal are defined by the Florida Principal Leadership Standards. They include but are not limited to: Obtaining high student learning results, establishing student learning as a priority, implementing an instructional framework, establishing a learning environment that is conducive to the learning of all students, employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data, developing other leaders within Lincoln, retaining and developing an effective and diverse faculty and staff, and maintaining a safe and orderly facility.

Mrs. Hollen practices shared decision making that is based on vision, mission and improvement priorities using facts and data. She gives priority attention to decisions that impact the quality of student learning and teacher proficiency; while she uses critical thinking and problem solving techniques to define problems and identify solutions. Frequently she reflects and evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises those decisions as needed. Through the school based Leadership team, she empowers others and distributes leadership when appropriate

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.

At the end and beginning of each year, schools take an inventory of resources, including materials, staff and allocation of funds for their building to determine the necessary resource materials and personnel available to meet the needs of their students. The leadership team/PSLT develops a resource map to identify gaps in resources and to ensure resources are available and allocated across the building for use by all grade levels and teachers.

To ensure teacher support systems and small group and individual needs are met, the Problem Solving Leadership Team (PSLT):
1. Reviews school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels.
2. Supports the implementation of high quality instructional practices during core and intervention blocks.
3. Reviews progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicates school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (e.g., bi-weekly/monthly) The PSLT meeting calendar is structured around the district's assessment calendar to ensure there are opportunities to review assessment outcome

data and engage in the problem solving process for appropriate data-driven decisions. The members on the team include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, and other school personnel as needed.

To build capacity multi-tiered system of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive), the PSLT:
• Supports school teams with creating, managing and updating the school's resource maps for academic and non-academic areas.
• Ensures the master schedule incorporates allocated time for intervention support at all grade levels and assist teacher teams in identifying evidence-based strategies and materials for intervention delivery.
• Coordinates data sorts at the beginning of each year to identify students in need of enrichment, remediation and intervention support at each tier.
• Facilitates the implementation of specific programs that provide support to students in need of remediation of core skills.
• Determines the school-wide professional development needs of faculty and staff and arranges trainings aligned with the SIP goals.
• Organizes and supports systematic data collection (e.g., universal screenings, formative, ongoing progress monitoring and summative data).
• Strengthen Tier 1 core instruction by:
o Implementing evidence-based instructional strategies and/or interventions. (as outlined in the SIP)
o Supporting PLCs with planning and delivering rigorous core instruction.
o Ensuring opportunities for common assessments are provided across each grade level.
o Reviewing common assessment data to monitor students Response to Core Instruction.
o Monitoring the fidelity of instructional practices.

Federal, state, and local funds, services, and programs will be coordinated and integrated in the school, including Title II
The district receives funds for staff development to increase student achievement through teacher training.
Title III
Services are provided through the district for educational materials and ELL district supported services to improve the education of immigrant and English Language Learners

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Evelyn Hollen	Principal
Fi Kieffer	Education Support Employee
Jessie Beck	Education Support Employee
Rev. Alex Harper	Business/Community
Josh Beck	Parent
Greg Brower	Parent
Grisselle Centeno	Parent
Alecia Hollinger	Business/Community
Melissa Pixley	Parent
Sidhaven Rajkumar	Parent
Holly Wallace	Teacher
Caroline Gay	Parent
Jason Wikman	Parent
Dru Gainey	Education Support Employee
Deirdre Joe-Sullivan	Education Support Employee
Jim Virgilio	Business/Community
Shelley Robinson	Parent
Cateria Bruno	Parent
Cedric Forehand	Parent
Sushma Nakka	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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, and evaluate progress towards meeting the prior year's school improvement goal(s). That analysis will then guide the development of this year's SIP.

b. Development of this school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, develop the school improvement plan, vote on the school improvement plan, monitor the school improvement plan, review the school improvement plan as needed, plan and carry out activities that support the school improvement plan, develop a SAC budget to support the school improvement plan goals, monitor the spending of the SAC budget, and make adjustments to the budget as needed.
SAC Members:
Evaluate the School Improvement Plan
Determine School Improvement Priorities
Publicize the School Improvement Plan
Support ongoing School Improvement updates
Assist in the decision-making process and approval of expenditures of School Lottery Funds as well

as
review the School Budget.

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

The SAC provides input in order to carry out the school improvement process at Lincoln. Each year the SAC approves budgets developed for School Recognition Funds, Lottery funds, and the Operating budget as well as any additional budgets that will aid in carrying out the school improvement process at Lincoln.

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

SAC submits a budget within the SIP to support strategy implementation and/or professional development.

The law encourages each local SAC to design their own budget (without infringement at the district level) in order to carry out the school improvement process in their school. Subject to the following restrictions, the law does not set any limitations on how the money can be spent. The principal may not override the recommendation of the SAC. Funds may not be used for capital improvement. Funds may not be used for any project or program that has duration of more than one year. However, a program or project formerly funded may receive funds in a subsequent year. The SAC is responsible for determining how funds will be appropriated. The SAC must vote on each item in the budget.

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.

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
Beck, Jessie	Other
Kieffer, Fi	Teacher, K-12
Wallace, Holly	Teacher, K-12

b. Duties

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

The Florida State Standards set expectations in all ELA and content literacy classrooms to provide students with instruction and practice in the use of close reading strategies to ensure deeper comprehension of what is being read. District provided CISM (Comprehension Instructional Sequence Module) training provides teachers with a highly research-based instructional framework and toolkit of strategies for the use in planning and implementing close reading lessons. CISM is grounded in providing scaffolds for students to independently use while reading and responding to their reading of complex text.
Each grade level is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. Resource teachers are responsible for acting on the

literacy data by providing additional instruction/support where needed. Common assessments are used to identify effective reading strategies and guide instruction for re-teach or enrichment.

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.

1. Recruitment, attendance of local job fairs and communication with the district Human Resource Department regarding the recruitment of highly qualified minority teachers (Person Responsible: Evelyn Hollen)
2. Development of structured, targeted interview process and an interviewing team to hire teachers whose vision and philosophy is compatible to that of Lincoln. (Person Responsible: Evelyn Hollen)
3. Ongoing instructional support for teachers including mentoring, feedback and professional development to retain teachers (People Responsible: Leadership team - Evelyn Hollen, Inetta Bennett, Holly Wallace, Fi Kieffer, Samantha Joyner, Jessica Beck, and Desmalee Hurtado)
4. Monthly meetings "Let's Chat" with new teachers and teachers with experience that are new to Lincoln to gain understanding in curriculum and Lincoln culture and procedures (People Responsible: Leadership team - Evelyn Hollen, Inetta Bennett, Holly Wallace, Fi Kieffer, Samantha Joyner, Jessica Beck, and Desmalee Hurtado)

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

• Our school has several support systems in place to help mentor not only first-year teachers; but also teachers new to Lincoln Avenue Academy.
o Mentoring Teachers through Professional Educators Competencies – teachers new to our profession with a temporary teaching certificate are assigned a mentor at the school-site through the district. The mentor/mentee partnership is determined by the principal and is based on the strengths and needs of the individuals involved. This mentor helps the teachers become experts in each of the evaluated competencies. Additionally, these mentors conduct school tours, conference with the teachers at least once a month, and help to develop lessons for the new teacher's formal evaluations.
o Grade Chairs – every grade level and resource area is assigned a grade chair position. This position is filled by a teacher that has experience not only as an educator, but also as a seasoned teacher at Lincoln. All new teachers to our school are naturally aligned to a grade chair. These grade chairs touch base several times a day with new teachers to mentor lesson planning, daily organization, upcoming events and basic pedagogical practices.
o "Let's Chat" – any new teacher to our school participates in meetings held 1-2 times a month to familiarize them to Lincoln's climate, culture, procedures and expectations. The person responsible for the Let's Chat meetings is an experienced, "highly-effective" teacher; thus ensuring accurate information is communicated. The agenda for these meetings are constructed to ensure that upcoming events are thoroughly explained, while past events are reflected on to ensure improvements for the following year.
o Resource Teachers – our school has subject specific resource teachers to support all teachers in math, language arts, technology, the IB philosophy, and general pedagogical practices. The resource teachers are appointed by the principal, and have proven to be "highly effective" in all evaluated teacher competencies. Resource teachers are available to plan, coach and team-teach throughout the day.

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

• Our school has several support systems in place to help mentor not only first-year teachers; but also teachers new to Lincoln Avenue Academy.

o Mentoring Teachers through Professional Educators Competencies – teachers new to our profession with a temporary teaching certificate are assigned a mentor at the school-site through the district. The mentor/mentee partnership is determined by the principal and is based on the strengths and needs of the individuals involved. This mentor helps the teachers become experts in each of the evaluated competencies. Additionally, these mentors conduct school tours, conference with the teachers at least once a month, and help to develop lessons for the new teacher's formal evaluations.
o Grade Chairs – every grade level and resource area is assigned a grade chair position. This position is filled by a teacher that has experience not only as an educator, but also as a seasoned teacher at Lincoln. All new teachers to our school are naturally aligned to a grade chair. These grade chairs touch base several times a day with new teachers to mentor lesson planning, daily organization, upcoming events and basic pedagogical practices.
o "Let's Chat" – any new teacher to our school participates in meetings held 1-2 times a month to familiarize them to Lincoln's climate, culture, procedures and expectations. The person responsible for the Let's Chat meetings is an experienced, "highly-effective" teacher; thus ensuring accurate information is communicated. The agenda for these meetings are constructed to ensure that upcoming events are thoroughly explained, while past events are reflected on to ensure improvements for the following year.
o Resource Teachers – our school has subject specific resource teachers to support all teachers in math, language arts, technology, the IB philosophy, and general pedagogical practices. The resource teachers are appointed by the principal, and have proven to be "highly effective" in all evaluated teacher competencies. Resource teachers are available to plan, coach and team-teach throughout the day.

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 begins the alignment process by first "unwrapping" the Florida standards to identify the critical concepts and skills students need to know and be able to do; as well as the cognitive complexity level at which the standard is being taught. We next develop our instructional programs by designing conceptual units of study with performance tasks, accompanying rubrics, scoring guides, and common formative assessments that are aligned to the concepts, skills and cognitive complexity presented by the standards. Finally our staff collaboratively scores student work; this collaborative scoring promotes fair and accurate determination.

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.

At Lincoln, MTSS is the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. Our MTSS model involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. To ensure efficient use of resources, our school begins with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional interventions beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity. In an effort to engage in a systematic date-based problem solving process, the school's Leadership Team and PLCs use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation

and Evaluation to engage in data-driven decision making for core instruction. The process is outlined below:

• Analyze student outcomes and make data-driven decisions:

• Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas –

curriculum content, behavior, and attendance

• Develop and test hypotheses about why student/school problems are occurring (identify root causes and barriers to success).

• Develop and target interventions based on confirmed hypotheses.

• Identify appropriate progress monitoring assessments to be administered at regular intervals matched

to the intensity of the level of instructional/intervention support provided.

• Develop grading period or units of instruction/intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).

• Review progress monitoring data at regular intervals to determine when student(s) need more or less

support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention, remediation and/or enrichment support).

Our problem-solving process is critical to making the instructional adjustments needed for continual improvement in both student level of performance and rate of progress and is critical for assessing (through students' response) the effectiveness of the instruction/interventions provided. Throughout the continuum of instruction and intervention, our problem solving is used to match instructional resources to educational need. Teams continue to engage in problem solving to ensure that student success is achieved and maintained.

To ensure teacher support systems and small group and individual needs are met, the Problem Solving Leadership Team:

• Reviews school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels.

• Supports the implementation of high-quality instructional practices during core and intervention blocks.

• Review progress-monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal

(s).

• Communicates school-wide data and facilitates problem solving within the content/grade level teams.

• Ensures the master schedule incorporates allocated time for intervention support at all grade levels and assist teacher teams in identifying evidence-based strategies and materials for intervention delivery.

• Organizes and supports systematic data collection (e.g., formative, ongoing progress monitoring and

summative data).

• Strengthens Tier 1 core instruction by: implementing evidence-based instructional strategies and/or interventions, ensuring opportunities for common assessments are provided across each grade level reviewing common assessment data to monitor students Response to Core Instruction, and monitoring the fidelity of instructional practices.

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: Before School Program

Minutes added to school year: 2,700

Each morning a small group of intensive need students meet with our school's resource teachers to gain the support that is needed which is specifically geared to their needs. Students receive help in academic subjects from resource teachers that are experts in their fields. In addition, some students receive the support in the area of basic organization. Students that meet with the resource teachers have their daily materials signed, supplies replenished, emotional support provided while in this daily meeting. This has not only ensured the academic success of these struggling students, it has enabled them to spend their day focused on academics, rather than worrying about needed supplies and signatures.

Strategy Rationale

Several students are lacking some fundamental support systems (ranging from help completing homework to returning forms on time) that are generally provided outside school hours. This small group individualizes the services provided these students to meet their basic needs; ensuring that the students enter the classroom feeling prepared and safe.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Hollen, Evelyn, evelyn.hollen@polk-fl.net

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

Data is collected and analyzed through our school's monthly PACT (Parent, Administrator, Child, and Teacher) meetings. During these meetings, parents are updated to their child's academic needs and the school-based representatives are updated regarding any additional needs the students may have.

Strategy: Summer Program

Minutes added to school year: 0

During the summer our teachers will engage in seven days of professional development, and collaborative planning that aligns to the goals stated in our school's MSAP (Magnet School's Assistance Program) grant.

Strategy Rationale

The professional development offered in these summer sessions are researched based practices that enhance teacher knowledge of pedagogical practices which will directly impact our student achievement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Hollen, Evelyn, evelyn.hollen@polk-fl.net

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

Data is collected and analyzed to determine the effectiveness of this strategy through online surveys (at the completion of each session) and predetermined deliverables (as stated in the MSAP grant).

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, §
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.

Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten Discovery Day. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time. In Polk County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener). This state-selected assessment contains a subset of the Early Childhood Observation System and the first two measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Additionally, all incoming Kindergarten students are screened during our Kindergarten Discovery Day by teachers for basic skills (including those on FLKERS and beginning of the year Kindergarten standards). Based on the outcomes of this assessment, students are provided an individualized academic support curriculum to help bridge any learning gaps that exists. Throughout the summer, teachers meet with parents to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Polk County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms.

Students are programmed & scheduled appropriately through clear communication with feeder

schools, utilizing district scheduling guidelines, At- Risk lists, and early warning systems based on a student's need for support. Additionally, field-trips are scheduled each year for our exiting 5th graders to visit our feeder Middle School.

Students are encouraged to participate in Polk County's WE3 Expo, in which all elementary, middle and high school programs are showcased; highlighting Polk's wide variety of school options.

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.

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"Â? 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

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   Ensure data drives instruction for all students.

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. Ensure data drives instruction for all students. `1a`

`🔑 G098177`

Targets Supported `1b`

Indicator	Annual Target
ELA Achievement District Assessment	90.0
FCAT 2.0 Science Proficiency	90.0

Targeted Barriers to Achieving the Goal `3`

- Our teachers have not been trained in Performance Matters in order to adequately disaggregate data to provide instruction and intervention.

- Moving our students that are preforming at or above proficiency to higher levels of achievement, while at the same time moving our students not meeting proficiency to levels of proficiency.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Reader's Workshop Kits and Trainings

- Common Planning

- Technology

- Performance Matters - data collection system

- IB Official Trainings (Inquiry, Reading and Writing)

- Reading Resource Training Materials

Plan to Monitor Progress Toward G1. `8`

Our school-based Leadership Team will analyze the effectiveness of our SIP goal by desegregating our ongoing formative and summative assessment using the Data Teams protocol as outlined by the Larry Ainsworth. Evidence of a successful completion will be reflected by an increase in our school's points as measured through the Florida School's Accountability Program.

Person Responsible

Evelyn Hollen

Schedule

Weekly, from 8/4/2017 to 5/24/2018

Evidence of Completion

Improvement on school's points as measured through the Florida School's Accountability Program.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Ensure data drives instruction for all students. 1

🔑 G098177

G1.B1 Our teachers have not been trained in Performance Matters in order to adequately disaggregate data to provide instruction and intervention. 2

🔑 B264082

G1.B1.S1 Preplanning days training for all instructional staff. 4

🔑 S279727

Strategy Rationale

Enable teachers to disaggregate data to drive instruction

Action Step 1 5

Cadre of teachers develop a professional development agenda to train all instructional staff

Person Responsible

Holly Wallace

Schedule

Monthly, from 8/4/2017 to 5/24/2018

Evidence of Completion

Completed agenda and sign-in sheets

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

Review training agenda prior to training date

> **Person Responsible**
>
> Evelyn Hollen
>
> **Schedule**
>
> On 8/3/2017
>
> ***Evidence of Completion***
>
> updated and reflected upon agenda and handouts

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

Participant exit tickets and reflections

> **Person Responsible**
>
> Evelyn Hollen
>
> **Schedule**
>
> On 8/4/2017
>
> ***Evidence of Completion***
>
> exit tickets and sign-in sheets

G1.B1.S2 Scheduling weekly data team meetings. 4

S279728

Strategy Rationale

To monitor teachers understanding of data disaggregation to ensure student achievement

Action Step 1 5

Schedule weekly data team meetings throughout the 17-18 school year.

Person Responsible

Evelyn Hollen

Schedule

On 8/3/2017

Evidence of Completion

A completed calendar with weekly data team meetings

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

Weekly data team meetings that address the specific needs of students

Person Responsible

Evelyn Hollen

Schedule

Weekly, from 8/4/2017 to 5/24/2018

Evidence of Completion

sign-in sheets, reflection of meetings, school-wide calendars

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

Results of summative and formative assessments

Person Responsible

Evelyn Hollen

Schedule

Weekly, from 8/4/2017 to 5/24/2018

Evidence of Completion

data drive lesson plans, Pinnacle reports, summative and formative assessment results

G1.B2 Moving our students that are preforming at or above proficiency to higher levels of achievement, while at the same time moving our students not meeting proficiency to levels of proficiency. `2`

🔑 B264083

G1.B2.S1 Disaggregating individual student data to determine if there are any unnoticed trends `4`

🔑 S279729

Strategy Rationale

Target previously undetermined trends to effectively differentiate student instruction

Action Step 1 `5`

Disaggregated data from Performance Matters

Person Responsible

Dru Gainey

Schedule

Monthly, from 8/4/2017 to 5/24/2018

Evidence of Completion

Trends determined from data

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

Teachers will disaggregate date and discuss trends at Data Team meetings

Person Responsible

Dru Gainey

Schedule

Monthly, from 8/4/2017 to 5/24/2018

Evidence of Completion

Team meeting agendas, sign in sheets, observation

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

Summative assessments, trends data

Person Responsible

Dru Gainey

Schedule

Monthly, from 8/4/2017 to 5/24/2018

Evidence of Completion

Evidence of implementation of trends, student data, lesson plans

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA1 🔑 M407988	Review training agenda prior to training date	Hollen, Evelyn	8/1/2017	updated and reflected upon agenda and handouts	8/3/2017 one-time
G1.B1.S2.A1 🔑 A376995	Schedule weekly data team meetings throughout the 17-18 school year.	Hollen, Evelyn	8/3/2017	A completed calendar with weekly data team meetings	8/3/2017 one-time
G1.B1.S1.MA1 🔑 M407987	Participant exit tickets and reflections	Hollen, Evelyn	8/4/2017	exit tickets and sign-in sheets	8/4/2017 one-time
G1.MA1 🔑 M407993	Our school-based Leadership Team will analyze the effectiveness of our SIP goal by desegregating...	Hollen, Evelyn	8/4/2017	Improvement on school's points as measured through the Florida School's Accountability Program.	5/24/2018 weekly
G1.B1.S1.A1 🔑 A376994	Cadre of teachers develop a professional development agenda to train all instructional staff	Wallace, Holly	8/4/2017	Completed agenda and sign-in sheets	5/24/2018 monthly
G1.B2.S1.MA1 🔑 M407991	Summative assessments, trends data	Gainey, Dru	8/4/2017	Evidence of implementation of trends, student data, lesson plans	5/24/2018 monthly
G1.B2.S1.MA1 🔑 M407992	Teachers will disaggregate date and discuss trends at Data Team meetings	Gainey, Dru	8/4/2017	Team meeting agendas, sign in sheets, observation	5/24/2018 monthly
G1.B2.S1.A1 🔑 A376996	Disaggregated data from Performance Matters	Gainey, Dru	8/4/2017	Trends determined from data	5/24/2018 monthly
G1.B1.S2.MA1 🔑 M407989	Results of summative and formative assessments	Hollen, Evelyn	8/4/2017	data drive lesson plans, Pinnacle reports, summative and formative assessment results	5/24/2018 weekly
G1.B1.S2.MA1 🔑 M407990	Weekly data team meetings that address the specific needs of students	Hollen, Evelyn	8/4/2017	sign-in sheets, reflection of meetings, school-wide calendars	5/24/2018 weekly

V. Professional Development Opportunities

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

G1. Ensure data drives instruction for all students.

G1.B1 Our teachers have not been trained in Performance Matters in order to adequately disaggregate data to provide instruction and intervention.

G1.B1.S1 Preplanning days training for all instructional staff.

PD Opportunity 1

Cadre of teachers develop a professional development agenda to train all instructional staff

Facilitator

Testerman, Norris

Participants

All staff

Schedule

Monthly, from 8/4/2017 to 5/24/2018

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	Cadre of teachers develop a professional development agenda to train all instructional staff	$0.00
2	G1.B1.S2.A1	Schedule weekly data team meetings throughout the 17-18 school year.	$0.00
3	G1.B2.S1.A1	Disaggregated data from Performance Matters	$0.00
		Total:	$0.00