

Escambia County School District

Lincoln Park Elementary School



2017-18 Schoolwide Improvement Plan

Lincoln Park Elementary School

7600 KERSHAW ST, Pensacola, FL 32534

www.escambiaschools.org

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2016-17 Title I School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">81%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2012-13
Grade	B	F	A*	F

**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 Escambia 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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 Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Lincoln Park Primary School is to create an environment that motivates students to become productive and proficient while enjoying a fun learning environment. The mission will be accomplished through a fun, challenging and creative curriculum, a competent, committed and caring staff, and a safe, positive learning environment.

b. Provide the school's vision statement.

The Lincoln Park Primary team partners and collaborates with parents and the greater community to create an atmosphere where all students will enjoy a fun learning environment that integrates science, technology, engineering and math.

2. School Environment

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

The school exercises an open-door policy where parents and family members are welcome. Parents are able to request conferences with teachers and administrators when needed. A Parent Report Card Day Conference will be held at the end of each 9-week grading periods. Parents will be invited to meet with with teachers. The teacher will bring students data binders to the conferences. Data and assessments will be explained. Information regarding student progress in all subject areas will be addressed at the meeting. Parents will be provided with strategies that can be used at home to support their student. Parent Report Card Day Conferences will be held in the Parent Resource Center which allows easy access to resources.. This strategy was initiated during the 2013-2014 and has continued every year The strategy has garnered and warm and friendly relationship between home and school and will continue during the 2016-2017 school year. Quarterly Pre-k lapsits occur. During the 2017-2018 school year, All families that house grades pre-k - 4th grade students will embark upon a new initiative that promotes parental involvement, APTT. APTT will occur at the schools. Teachers and administrators have been trained. Teachers and administrators will engage in planning and debriefing sessions throughout the school year with APTT representatives. APTT will strengthen the program that is currently in place. APTT will offer 3 parent meetings a year that focuses on parent-teacher conferencing, parent training to work with their child at home and educational games and activities that parents will be able to take home with them.

Flyers are sent home advertising all school events. In addition, the principal sends out phone invites using the School Messenger system. Students are encouraged to share special events occurring at home and within their families. Teachers present a kind and caring attitude toward all students. Students are encouraged to share their opinions and participate in all class and school activities. Students assume roles in the classroom that allow them to serve as leaders and work cooperatively with their classmates and teachers. Teachers often listen to students and affirm their thoughts and opinions.

Parents, students and siblings are invited to a quarterly Family STEM Night Event and are allowed opportunities to participate as a family in STEM "make and take" activities. In addition, they are able to eat dinner as a family at the school while enjoying the company of teachers, staff and other families.

Other activities that builds positive relationships between teachers and students are their combined efforts during Muffins for Moms Day and Donuts for Dads.

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

Students are greeted each morning as they enter the building. Staff is assigned at the bus ramp and in front of the school for car riders. In addition, staff have been assigned to assist walkers with crossing at busy intersections that leads to the school from their neighborhoods. Teachers stand at their doors in the morning and greet students as they drop off their backpacks and retrieve their breakfast cards. Students enjoy cheerful greetings and hugs each morning and throughout the school day.

The guidance counselor, a special area teacher and teacher assistants are assigned breakfast duty each morning. They circulate the cafeteria and have pleasant conversations with students. It also provides an opportunity for the guidance counselor to ascertain if a student is upset about something or need a mini counseling session. In addition, the guidance counselor, special area teachers and office staff are assigned lunch duty each day.

Lincoln Park teachers work diligently at making sure their classroom environments are safe. Room arrangements are considered for accommodating classroom learning tasks. Many students assume jobs and roles in the classroom thereby empowering them with a sense of ownership. Rooms are nicely decorated and each classroom displays an ambiance that invites learning.

Students have voice in the classroom. Each student is called on to participate in the learning environment. Many activities require students to turn and talk to their neighbors, report out as a group and to work collaboratively with one or more students. Lincoln Park is a "Whole Brain" school. Students are encouraged to celebrate each other successes in the classroom. Students often clap and cheer for each other.

The principal, administrator on special assignment, guidance counselor and teachers actively listen to student concerns and address adverse situations immediately. If students bring concerns involving other students, the staff works at leading students through conflict resolution to decrease negative actions and reactions. Lincoln Park teachers advocate for their students.

The principal offers and "open-door" policy to students where they are allowed to visit at anytime to share a problem or to just say "hello".

During the 2017-2018 school year, we are adding student crossing guards and hall monitors.

Lincoln Park has a large ESE program that includes VPK Inclusion, ESE Pre-k and K-4 Inclusion classes. Certified teachers are hired to provide specific instruction to students as it relates to their areas of needs. Teacher assistants are hired in all pre-k classes and one teacher assistant assists the two K-4 teachers. Additionally, two Speech and Language Pathologists are housed at the school to service students speech and language needs. Each students has an active IEP that addresses their individual strengths and weaknesses, appropriate goals to work on and accommodations,

The principal and ESE teachers advocate for students in the general education setting. They are included with same aged- peers. Small group instruction is provided. A supplemental reading program is used for students in K-2. A deliberate plan of action based on data is used for all students in reading and math.

ESE teachers plan cooperatively with general education teachers to make sure that students are being successful. If not, ESE teachers provide additional instruction based on skilled areas of need.

All ESE students are afforded the opportunity to participate in activities with same aged peers.

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.

All teachers participate in discipline training during pre-school and at the beginning of the school year. All returning teachers have participated in "Whole Brain" training. New teachers to the school this year have been given a "Whole Brain" book and will receive staff development/ongoing mini-training during faculty meetings throughout the school year. The Principal, Administrator on Special Assignment and Guidance Counselor will work closely with teachers and parents to eliminate undesired behaviors.

A school-wide behavior plan titled "Progressive Discipline Plan" is implemented at Lincoln Park:

1. Review and Model "Whole Brain" rules and School-wide Promises Daily
2. Verbal Warning/Redirecting
3. Close Proximity (side by side . . . close enough to whisper desired outcome to student)
4. Time Out
 - A. Time Out in Classroom (Reflection Area)
 - B. Time Out in another room (there has to be a plan in place with a grade level teacher and cannot last more than 10 minutes)
 - C. Time out of activity.
 - D. Time out with a teacher on another grade level (there has to be a plan in place with a teacher in another grade level and time out cannot last more than 10 minutes) . . . this intervention should be rarely used
5. Phone Call Home to Parent
6. Scheduled Parent Conference
- 7 Complete a (blue) In-House Behavior Form and send student to Guidance or Principal's office with the form.
8. Discipline Referral – (loud profanity, threatening, physical contact, extreme disrespect, fighting, harmful acts or intentions toward teachers/student). Referrals will be submitted through FOCUS. The teacher is responsible for letting the principal know that the referral has been submitted. The principal will follow district discipline guidelines and provide feedback to teachers.

Leopard Loot Program:

Each week a Leopard Leader is chosen from every classroom. The Leopard Leader wears a badge all week and is allowed privileges in the classroom. The Leopard Leader is able to sit in the Wobble Chair during the week. In addition, the Leopard Leader sits at a special table during lunch for the entire week. The Leopard Leader is allowed to invite one of his/her friends each day of their week to

dine with him/her. The lunch tables are beautifully decorated for the students.

Leopard Loot Program:

All students are randomly given Leopard bucks in the classroom for classroom participation and appropriate behavior. Leopard Loot may be distributed by staff during breakfast, lunch, while transitioning in the hallway, bringing papers back to school on time and for performing good deeds. The Leopard Loot store is opened every Friday for purchases. During the 2017-2018 school year, students will have voice and choice. Students will be encouraged to propose larger items to be shared in the classroom. This will be done as a teaching opportunity for student to learn how to set goals and work as a team. Items are purchased for the Leopard Loot Store from the school's internal account.

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.

Each morning teachers take the "pulse" of their class. If a teacher suspects that something is bothering a student, they will either call home or send the student to the guidance counselor or the principal. On some occasions it may result in the lack of necessities. The Guidance Counselor is available to direct parents to the proper organizations. Some of the connections have been made with the homeless coordinator, clubs that sponsor vision exams and glasses and other organizations. At times, staff have assisted parents and students with immediate needs such as food and clothing.

The Guidance Counselor is always available to address students social-emotional needs. In addition, the Guidance Counselor makes contact with students daily while on breakfast and lunch duty. The Guidance Counselor pushes into each classroom one day a week for 20-30 minutes during their Social Studies time to provide social skills lessons. We will be using Sanford Harmony this year.

We have a male teacher that often engages in conversations with male students when needed.

Teachers in pre-k classes are using Second Steps with their students.

If unexplained repeated behaviors occur, the Principal, Administrator on Special Assignment, and Guidance Counselor will work with parents to provide in school as well as outside counseling and referral to agencies.

The ESE Support facilitation teachers serve as an advocate for ESE students.

The Principal works with The Council on Aging to provide Foster Grandparents in classrooms. The Foster Grandparents are assigned to kindergarten, 1st grade and 2nd grade classes.

The school's Administrative-clerk will assist principal with providing volunteers and mentors for students.

If concerns of abuse is suspected, all staff have been trained in DCF reporting.

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.

The district provides the early warning systems data described above.

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	3	10	7	6	10	1	0	0	0	0	0	0	0	37
One or more suspensions	2	10	8	8	9	3	0	0	0	0	0	0	0	40
Course failure in ELA or Math	0	10	12	12	11	3	0	0	0	0	0	0	0	48
Level 1 on statewide assessment	0	0	0	7	12	3	0	0	0	0	0	0	0	22
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	1	6	7	11	12	3	0	0	0	0	0	0	0	40

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

Intervention Strategies employed for Attendance below 90 percent:

- Parent Phone Calls
- Same Day Parent Conferences
- Parent Report Card Day Conferences
- Attendance Letter Mail outs
- Referral to Social Worker for home visit
- MTSS/Rti
- Attendance Child Study meetings with parent and Guidance Counselor

Intervention Strategies employed for One or more suspensions:

- Student Conference with Teacher
- Student Conference with Guidance Counselor
- Student Conference with Principal
- Parent Conferences
- Student Daily Check-in/Check-out System
- Increasing # of Mentors
- Guidance Counselor teaching Social Skills in each classroom weekly
- Implementation of School-wide Behavior Management Plan
- Students receive daily rewards of Leopard Loot for appropriate behaviors
- Students visit Leopard Loot Store on Fridays
- A different student from each classroom is identified as Leopard Leader each week
- Early identification of MTSS

Intervention Strategies employed for course failure in ELA or Math:

- In addition to using the adopted curriculum for reading, a deliberate plan of instruction that includes small group instruction in phonics, phonemic awareness, word work, guided reading and comprehension, and computer-assisted instruction programs (TBD)
- Incorporating Minute Math drills
- Small group instruction in Math
- Intensive small group instruction in reading for ESE and lower performing kindergarten, 1st and 2nd

- grade students to include SRA Early Intervention in Reading
- intensive small group instruction in reading for ESE and lower performing 3rd grade students to include Tyner Small Group Instruction. Standards Instruction and/or SRA Reading Mastery
- ESE teachers push into classrooms to provide intensive small group standards-based instruction in ELA and Math
- Intensives small group instruction in math for reteaching and math interventions
- MTSS process with additional intensive instruction provided by ESE Inclusion Teacher Assistant
- Communication folder listing homework to transport between home and school
- Parent Conferences or phone calls

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

Title 1 funds have been made available to allow school staff to interact with parents.

The Principal has an "open-door policy". Parents don't have to wait and schedule appointments.

Parents concerns are addressed immediately.

A monthly newsletter is sent home informing parents of all school events.

The Principal uses School Messenger to inform parents of all school events.

The following activities occur throughout the school year:

- "Family Fun Day" meet and greet prior at the start of school

- Orientation

- Open House

- Parent Book Club

- Parent Report Card Day Conference with teacher, student and parent at the end of each 9-week grading period, data chats (curriculum based assessments, discovery education assessments and student work products) and best practices shared, reading and math websites to use at home, activities and other resources are shared to support students while at home, retention discussions

- Family Literacy Night occurs during each 9-week, activities for parents, students and family members are planned, food is served and drawings are held

- Parents are allowed to each lunch with their child

- 3rd Grade Meeting (teachers share 3rd grade expectations, offer parents resources to help students at home

- School Advisory Council quarterly meetings

- Participation in writing Title I Parent Involvement Plan

- Field Trips

- Mardi Gras Parade

- Field Day

- Walk Your Child to School

- United Way Day of Caring

- Muffins for Mothers in the month of May where students read to moms

- Donuts for Dads in the month of May where students and dads play math games
 - Rtl meetings with teachers, parents, psychologist and principal
 - Parent participation in writing Individualized Educational Plans
- The school's PIP will detail parent participation and plans going forward.

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.

In addition to details of the schools Title I Parent Involvement Plan, the school actively solicits partnerships with the local community. The school has partnered with churches and businesses in the community.

Business partners and community members are invited to participate on the School Advisory Council and assist with development of the Title I Parent Involvement Plan and review the School Improvement Plan. In addition, business partners and community members are encouraged to volunteer time and service and are invited to attend school events (Family Literacy Night, volunteering and mentoring, Earth Day, Field Day). Kohl's Department store often volunteers to participate in activities and events.

The school's existing partners are:

- Exxon Mobil
- Walmart
- Home Depot
- Ensley United Methodist Church
- Ensley Church of the Nazarene
- First Pentacostal Church
- Kohl's Department Store
- Hardees
- Springhill Marriott Suites
- Junior Achievement consisting of Exxon partners to present lessons during Social Studies classes once a week for six weeks
- Council on Aging

Additional support received from business and community members are:

- The sheriff's department and fire department participates in school's Mardi Gras Parade each year
- Local organizations such as Chariots of Pensacola Christian Motorcycle Club and vintage car clubs participate in the Mardi Gras Parade each year
- The Warrington Middle School cheerleaders participates in the school's Mardi Gras Parade each year
- Council on Aging provided beads, moon pies and trinkets for Foster Grandparents participation in Mardi Gras Parade
- Members from the sheriff's department, local banks, military and retired teachers volunteered time to read to students during "Celebrate Literacy Week"
- During the 2017-2018 school year, one of our local churches, Ensley Church of the Nazarene has partnered with the YMCA to provide afterschool care for students at a low cost, services will be offered at the school site while the church goes through the licensing process

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
Smith, Cassandra	Principal
Hobbs, Laura	Instructional Media
Hossman, Joni	Teacher, K-12
Lambert, Tourischeva	Teacher, K-12
Parmer, Sara	Teacher, K-12
Lee, Rosilyn	School Counselor
Richardson, Loretta	Teacher, K-12
Phillips, Ashley	Teacher, K-12
Haupt, Melanie	Assistant Principal
Hamilton, Ty	
Smith, Christina	Teacher, PreK
Rohling, Alanna	Teacher, K-12
Coleman, Maderia	Teacher, K-12
Trout, Gail	Teacher, ESE
Hale, Maggie	Paraprofessional

b. Duties

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

The role of the Leadership Team is assist teachers and staff with adopting the policies, procedures and mindset changes to enable the accomplishment of the two school improvement goals: Increasing Student Ownership of their Own Learning and Increasing Student Engagement.

Additionally, the Leadership Team will meet to look at current practices occurring in classrooms, engaging in instructions and making necessary changes to be rolled out to staff and initiated in classrooms.

The Leadership Team will support the school's student goal-setting initiative.

The Leadership Team will examine school data, engage in discussion and make suggestions as it relates to critical pedagogy.

The team will meet monthly to engage in the following activities:

Review universal screening data and link to instructional decisions: review data from new district adopted assessment, progress monitoring data at the grade level and classroom level, and identify students who are meeting/exceeding benchmarks, or who are at the moderate risk or high risk for not meeting benchmarks. Based on the above information, the team will identify and initiate professional development and resources. The team will also collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

The Leadership Team will meet during the first few of weeks of school to analyze end-of-the-year data and to evaluate the effectiveness of last year's Deliberate Plan of Action for K-3rd grades. The

Deliberate Plan of Action will be reassessed and tweaked for continued use during the reading and math block.

General Education Teachers, Guidance Counselor, Psychologist, Speech Teacher and some Classroom Teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 intervention, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

ESE will participate in student data collection, integrate core instructional activities/materials into Tier 2/3 instruction, and collaborate with general education teachers such activities as co-teaching/support facilitation and remediation..

The Principal and Administrator on Special Assignment will develop, lead and evaluate school core content standards/programs, as well as identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk", assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

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.

The MTSS/Rtl team is comprised of the principal, administrator on special assignment, guidance counselor, speech language pathologist, school psychologist, and teachers as appropriate including ESE and general education. The MTSS/Rtl works together to provide a common vision for support of all students, staff, and families at Lincoln Park Elementary School. This team conducts assessments of MTSS/Rtl skills of the school staff, communicates with parents regarding school-based MTSS/Rtl plans and activities. The MTSS/Rtl team participates in the Tier process to provide support and offer strategies to the general education teacher, participates in the collection and interpretation of data, facilitates development of intervention plans, and provides support for intervention fidelity and documentation. The general education teachers provide information about the core instruction, participate in student data collections, deliver Tier I instruction/intervention, collaborate with other staff to implement small group Tier II interventions, and integrate Tier I materials/instruction with individualized Tier II/III activities.

The ESE support team provides data collection, intervention strategies and remedial instruction. The two K-4 ESE inclusion support facilitation teachers and ese teacher assistant will push in and pull out of classrooms to support ESE students and general education students in reading and math at Tier 2/3 levels. Students will be provided assessments at all grade levels and funds will be used to purchase supplemental instructional materials to support Tier 2/3 instruction. Additionally, the district provides a push-in model for ESE pre-k students that are served in VPK classes.

Title 1, Part A
Total monies = \$61,794
\$15,355 of Title 1 funds being used for software

\$7,700 of Title 1 funds being used for hardware
\$15,204 of Title 1 funds are being used for basic supplies
\$100 of Title 1 funds are being used for AV Materials
\$3,200 of Title 1 funds are being used for classroom teacher & other
\$1,980 of Title 1 funds are being used for classroom teacher curriculum planning
\$1,068 of Title 1 funds are being used for instructional staff supplies
\$1,500 of Title 1 funds are being used for parental involvement supplies
\$300 of Title 1 funds are being used for exceptional supplies
\$1,000 of Title 1 funds are being used for substitute teachers
\$2,400 of Title 1 funds are being used for substitute teachers for parental involvement
\$15,000 of Title 1 funds are being used for basic supplies
\$200 of Title 1 funds are being for other miscellaneous expenses
\$572 of Title 1 funds are being used for social security and workman's comp
\$4,513 of Title 1 funds are being used for Parental Involvement
\$300 of Title 1 funds are being used for transportation

Professional development is being offered at the school and district level. At the school level, staff development will be offered by Principal, Administrator on Special Assignment and Teachers Training Teachers. Some of the areas of professional development planned for this school year are:

APTT

Writing Training

Whole Brain Teaching (teachers sharing during faculty meetings)

Kagan Review (teachers sharing during faculty meetings)

Thinking Maps Training for new teachers

"Teachers Training Teachers" - Classroom Modeling (Effective Differentiated Instruction for Reading and Math, Writing Data Chats, Morning Meeting in Pre-k/Kindergarten)

Technology Training

Book Study - "The Multiplier Effect"

Staff may participate in Staff Development for a new computer-assisted instruction program for reading and math

Staff may participate in a district led "Hardwiring Highly Effective"

Title 1, Part C – Migrant

Services for migrant children are provided by the district Level Title 1 office. After thorough review of the Migrant Student Information Exchange (MSIX) System and our local student data base, we have determined that there are 0 migrant students at Lincoln Park Primary School.

Title 1, Part D

Services for neglected and delinquent students are provided by various district managed programs. These services are managed by the Title 1 office. Our school does not serve Title 1, Part D students.

Title II

Book Study - "The Multiplier Effect"

Title III

Services for English Language Learners are provided as required by the law. Multiple ESOL centers

are provided at various locations throughout the district. Students who do not attend centrally located school-based sites attend their zoned schools where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificates. Our school is not an ESOL Center and we do not serve any ESOL students.

Title X – Homeless

The school works with the district’s Homeless Coordinator to provide resources (clothing, supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is managed by the District Title 1 Office. One student has been identified as homeless at Lincoln Park.

SAI

\$8,665 of SAI funds are being used for instructional supplies, software and subs.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling and classroom discussions. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school’s School Wide Behavior Plan, we provide training for faculty and staff regarding bullying. The school’s guidance counselor conducts bullying prevention classes with students. The Jeffrey Johnston Stand Up for All Students Act requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school sponsored events, and through school computer networks. In addition, our district has launched the “Bullying” Reporting website where bullies may be reported anonymously.

Nutrition Programs

Our school is committed to continue offering nutritional choices in the cafeteria. Our school is a Healthier Generation Alliance School. The school follows the district’s nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary aged children. My school now qualifies to provide free breakfast and lunch to 100% of the students through the CEP program.

Housing Programs

This is offered at the district level and overseen by the Title 1 District Office. This program is not applicable to our school.

Head Start

Lincoln Park houses a Head Start program on site that is under the direction of the Escambia County Readiness Coalition. The program has three teachers housed in one building with three classrooms.

Adult Education

Evening programs are offered at our high schools. An ABE/GED program is being promoted in the Lincoln Park school community.

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Cassandra Smith	Principal
Troy Mims	Parent
Amy Mims	Parent
Sandra Boykins	Parent
Norman Watson	Business/Community
Darrell Wilson	Business/Community
Tenille Wright	Parent
Chresal Lambert	Teacher
Laura Hobbs	Teacher
Maggie Hale	Education Support Employee
Lisa Cage	Business/Community
Warnice Wilson	Education Support Employee
Joni Hossman	Teacher
Ronald Cowell	Parent
Melanie Haupt	Principal
Latris Garner	Teacher
Ashley Phillips	Teacher
Tourischeva Lambert	Teacher
Jessica Ayers	Parent
Eurocka Britt	Parent
Mary Crenshaw	Parent
Eric Hicks	Parent
Derian House	Parent
James McKey	Parent
Sara Polk	Parent
Terrance Pope-Lewis	Parent
Kemeontae Sparrow	Parent
Samantha Weaver	Parent
Tammy Johnson	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

The SAC met and reviewed the School Improvement Plan page by page and were invited to provide input, feedback information and offer any changes or additions they thought was necessary to ensure that the school's plan met the needs of students and parents.

b. Development of this school improvement plan

The principal is in contact with SAC members throughout the school year and during the summer. The principal listens to their requests and concerns. This year's SAC committee will review the plan page by page and offer input and make recommendations for changes.

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

The SAC committee met at the end of last school year and reviewed the school's budget. The school's budget and plan is being shared with the SAC committee this year to provide input and make recommendations for changes if applicable.

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

\$862.00 of School Improvement money was allocated for this school year. Funds will be used for supplementary instructional materials and supplies.

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
Smith, Cassandra	Principal
Hobbs, Laura	Instructional Media
Hossman, Joni	Teacher, K-12
Lambert, Tourischeva	Teacher, K-12
Phillips, Ashley	Teacher, K-12
Parmer, Sara	Teacher, K-12
Lee, Rosilyn	School Counselor
Richardson, Loretta	Teacher, K-12
Haupt, Melanie	Assistant Principal
Smith, Christina	Teacher, PreK
Rohling, Alanna	Teacher, K-12
Coleman, Maderia	Teacher, K-12
Trout, Gail	Teacher, ESE
Hale, Maggie	Paraprofessional
Hamilton, Ty	SAC Member

b. Duties

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

Promotion of the Accelerated Reading Program

This initiative has been selected to motivate students to read through the use of an incentive program. Participation in the Accelerated Reading Program is expected to promote increased reading fluency, student achievement and a greater desire to read more books. Our Media Specialist is proactive, enthusiastic and energetic. She teaches classes 3 out of 5 days a week. She reads to students and engages them in critical thinking skills and challenges them through activities. She assists students with selecting books. She displays points and awards prizes. She occasionally dresses as characters. The Media Specialist participates in Celebrate Literacy Week and the celebration of Dr. Seuss's birthday. The Media Specialist will monitor AR participation and display results weekly for students to monitor their own progress as well as award points.

Our school will participate in the Reading Is Fun program this year. As a result, students will receive visits and 3 books throughout the school year.

Family STEM Nights

This initiative has been selected to increase the integration of science, technology, engineering, math and literature in students homes. Parents and students will continue to participate in more hands-on, make and take activities that integrate literature, science, technology, engineering and math. Participation in the Family STEM Night event is expected to increase student achievement by initiating and supporting the home-school connection.

APTT

This initiative has been selected to increase the home-school connection and to encourage an increase in reading and other educational activities in the home.

Community Involvement (Community-Home-School Connection)

Reading Is Fun (RIF)

Lincoln Park has been selected to participate in the RIF Program this year. Students will be given books to take home 3 times a year.

Staff Development and Support for Classroom Teachers

This initiative has been selected to increase teacher efficacy by providing recommendations for staff development to strengthen the instructional delivery model. The expected results of this initiative is to support the development of highly effective teachers that deliver engaging learning activities to increase student achievement.

Teachers will engage in planning using standards-based instruction. Follow-up classroom walkthroughs and debriefings will occur by the principal and administrator on special assignment along with ongoing professional development and professional learning communities.

Teachers are committing to participate in "Teachers Training Teachers" through teacher led staff development and teachers modeling for teachers.

Data Disaggregation

Teachers will meet with the principal and/or administrator on special assignment monthly to disaggregate student data. This initiative has been selected to increase teacher's ability to differentiate by disaggregating data and planning instruction specific to students needs. As a result, this initiative is expected to increase student achievement through differentiation.

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 principal provides teachers with bi-weekly newsletters so that they will be aware of all upcoming events.

The principal requires each grade level to plan collaboratively and develop lessons a week in advance. T

Teachers plan together every Monday after students leave. Teachers are then required to extend their planning during their common planning time if needed. They continue their planning session(s) throughout the week and make changes and additions as necessary.

Staff development will occur for all teachers throughout the school year.

Teachers will engage in professional learning communities throughout the school year:

- K-3 teachers will meet and plan with their individual grade levels and Pre-k teachers will meet as a group monthly to unpack the standards and share best practices.
- The principal and teachers will facilitate a book study for each other: "The Multiplier Effect".
- Teachers will participate in staff development that involves "Teachers Training Teachers". Teachers have committed to learning from each other.
- Teachers will model for each other. All teachers possess skills that they will model for their peers in model classrooms with peers serving as students.
- Some teachers, especially at the pre-k level will be required to visit other teachers classroom to "take away" best practices

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

The principal participated in the in-house and out-of-house district job fairs. On the spot interviews were conducted and teachers were offered on the spot contracts. Additional interviews were conducted at the school during the summer months. Every effort is made to hire in-field teachers. Two first year teachers were hired and have been assigned a mentor to assist with teacher retention. The new teachers have been assigned a district Consulting Teacher. The new teachers are also provided the opportunity to meet with the Principal and Administrator on Special Assignment for support. The school recruits from local and state colleges and universities. The District provides support by pairing new teachers with a Consulting Teachers. The Consulting Teacher will meet with and monitor the new teacher (START Teacher) throughout the school year. Additionally, the Consulting Teacher will engage the Start Teacher in numerous evaluations and feedback throughout the school year.

Mentee- Tahsaria Randolph (ESE Pre-Kindergarten)/School-based mentor -Christina Smith (VPK),
Mentee- Emma Francone (2nd grade)/School-based mentor - Yaneicka Hayes (2nd grade)

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

There is one new pre-kindergarten teacher on staff. She is assigned to an energetic, excited, enthused and hardworking VPK teacher. The teacher chosen as a mentor has less than 2 years of teaching experience in VPK. The mentor was chosen because she is an outstanding pre-kindergarten teacher. She has high work ethics and works diligently at ensuring that every student in her classroom learns even is it means she provides no cost afterschool tutoring for the pre-k students. Additionally, she epitomizes the term "bell to bell" teaching. The mentor will assist the new teacher by assisting with creating a student-friendly classroom environment, providing her with pertinent information such as

weekly lesson planning by developing a template and providing support with understanding and following the TE's, leading and participating in professional learning communities and staff development so that discussion can occur around developmentally appropriate instruction for pre-kindergarten students, students culture, small group instruction and best teaching practices. The new teacher will be provided an opportunity to visit or observe the mentor's classroom. In addition, the mentor teacher is available to provide assistance and guidance with other activities such as planning for field trips and any other school related activities.

There is one new second grade teacher on staff. She is assigned a seasoned, veteran 2nd grade teacher. The teacher chosen is outstanding at moving bottom quartile students. She is by far one of the best small group instruction teachers. The teacher chosen never gives up on her students and always pushes them to their maximum best. She has a wealth of knowledge that I feel the new teacher will benefit from.

The new teachers will receive ongoing support from the Consulting Teacher and attend Great Beginnings district level meetings and workshops.

The new teachers will receive ongoing support and mentoring from the Principal and Administrator on Special Assignment through informal observations, conferencing and feedback discussions.

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.

All teachers will engage in "Unpacking the Standards" throughout the school year during their weekly professional learning community time. Initial planning occurs every Monday after school and throughout the week during common planning time. As a result of the initial meeting, Kdg – 4th grade teachers will use a variety of resources for reading and math instruction. The district's adopted Reading Wonders and Go Math will be used along with supplemental materials and activities. All materials will be aligned to the Florida State Standards. The Leadership team will meet quarterly or more frequently if necessary to look at student data and offer suggestions to the group. The administrators will meet with Kdg – 4th grade classroom teachers monthly to disaggregate data, look at individual students, help teachers problem solve and identify alternate instructional strategies. VPK and ESE Pre-k teachers will unpack standards and plan lessons during their weekly professional learning community time. All pre-k teachers will use the district's VPK pacing guide and implement the "Creative Curriculum" program to fidelity while adding supplemental resources for small group and other activities. STEM will be integrated throughout the lessons daily in pre-k – 4th grade classes and students will engage in an end of the quarter STEM design challenge.

Thinking Maps is a school-wide initiative and will be implemented at every grade level, pre-k 4th in all classes, pre-school, ELA, Math, Science and Social Studies.

All Kindergarten, 1st, 2nd and 3rd grade teachers will follow the district's pacing guide.

Teachers will unpack standards, plan together weekly and engage in a deliberately planned program of instruction as outlined below:

- Kindergarten students will be administered FLKRS five times within the school year and DRA 2 at mid-year or end of year if more information is needed
- Kindergarten -4th grade students will be administered the STAR 360 Reading and Math Assessments five times within the school year
- 1st grade and 2nd grade students scoring below Level 3 on this year's STAR 360 administration will be administered a DRA2 quarterly. 1st grade students administration will continue based on dates

outlined for 1st grade by the district's ELA department

- Targeted instruction in reading for all grade levels based on data (STAR 360, curriculum-based assessments and teacher observation) in small flexible group settings, student data will be reviewed monthly by administrators and grade-level teachers to determine if targeted instruction is effective
- A first year ESE pre-k teacher and veteran ESE pre-k teacher have been hired. Previously employed teachers have participated in STEM planning, new white boards and projectors have been installed, new teacher and student computers have been purchased, a Smart Table has been purchased for each classroom. All of these items will supplement their core program, Creative Curriculum. Teachers are required to plan together weekly to develop fun, engaging lessons that integrates STEM themes throughout the school day. The principal will use ongoing CWT's to monitor student engagement.
- Kindergarten will follow an engaging, structured schedule for ELA instruction to include whole group reading instruction using Reading Wonders and supplemental resources, small group instruction that includes Tyner for phonics and phonemic awareness, and Daily 3 Literacy rotations which will consist of independent reading, listening, writing and working with words, SRA's Reading Mastery will be used daily to promote language skills. Computer-assisted instructional programs will be purchased for reading and math practice. Reading Wonders and other resources will be used. Hand held games such as Leap Frog Ultra and Leap Pen will be used. Kindergarten retainees will receive 45 minutes of additional intensive instruction from the ESE Inclusion Assistant using a research based program, SRA's Early Intervention in Reading. Additionally, Kindergarten ESE students will be receiving Reading support from the ESE teacher assistant.
- Kindergarten will follow an engaging, structured schedule for math instruction to include 15 – 30 minutes of whole group instruction, small group rotations consisting of a teacher-led group and Daily 3 rotations. Daily 3 rotations will include computer-assisted instructional programs such as Go Math technology components, Mega Math and a Computer-assisted instruction program will be purchased. Additionally, math journals to write about math, manipulatives will be used and other activities will occur. The math block will conclude with a Check for Understanding. The start of each class will include a Minute Math drill. The ESE Support Teacher will provide additional small group instruction to both ESE and low performing kindergarten students.
- 1st and 2nd grade students will follow an engaging, structured schedule for reading instruction to include whole group reading instruction using Reading Wonders and supplemental resources, small group instruction that includes Tyner for phonics and phonemic awareness, Jan Richardson's Guided Reading for comprehension, and Daily 5 Literacy rotations which will consist of independent reading, listening, writing, working with words and Computer-assisted instruction. Lower performing 1st and 2nd grade general education and ESE students will receive 45 minutes of additional intensive instruction from the ESE Inclusion Assistant using a research based program, SRA's Early Intervention in Reading.
- 1st and 2nd grade students will follow an engaging, structured schedule for math instruction to include 15 – 30 minutes of whole group instruction, small group rotations consisting of a teacher-led group and Daily 5 rotations. Daily 5 rotations will include technology such as Go Math Technology components, a Computer assisted instruction, math journals to write about math and manipulatives and other activities. The start of each class will include a Minute Math drill. The math block will conclude with a Check for Understanding. The ESE Support Teacher will provide additional small group instruction to both ESE and low performing 1st and 2nd grade students.
- 3rd and 4th grade students will follow an engaging, structured schedule for ELA instruction to include word work, Reading Wonders Comprehension and supplemental reading materials, small group instruction that includes, Jan Richardson's Guided Reading for comprehension, Tyner for intensive intervention and Daily 5 Literacy rotations which will consist of independent reading, listening, writing, working with words, Computer-assisted instruction, Reading Wonders and other resources. 3rd and 4th grade students will participate in writing instruction while 4th grade students will be allotted additional time during the ELA block for writing activities and writing data chats. Lower performing 3rd and 4th grade general education and ESE students will receive additional instruction from the ESE Inclusion Support teacher. Activities may include Tyner, curriculum-based materials,

supplemental materials, guided reading and/or Reading Mastery.

- 3rd and 4th grade students will follow an engaging, structured schedule for math instruction to include 5-15 minutes of whole group instruction, 3 small group rotations consisting of a teacher-led group and Daily 5 rotations. Daily 5 rotations will include Computer-assisted instruction such as Go Math Technology Components, Reflex Math, IXL Math and other programs. Math journals will be used to write about math, math manipulatives will be used to enhance understanding, Study Buddy, Flash Master and other handheld devices will be used for self-assessment of fluency and monitoring. The math block will conclude with a Check for Understanding. The ESE Support Teacher will provide additional small group instruction to both ESE and low performing 3rd grade students
- Teachers will engage in standards based instruction for Reading and Math. Teachers will unpack standards in reading and math. Standards will be mapped. Teachers will probe as they move through the standards. Teachers, administrators and the school's leadership team will analyze data. Teachers will use data to develop small groups
- Identify retained kindergarten students and ESE kindergarten students, 1st – 4th grade ESE students, all Level 1 students and administer daily intensive remediation through the Support Facilitation Model. ESE Inclusion Support Team will maintain ongoing records that can be used during MTSS/Rtl meetings.
- Integrate writing daily during ELA block. Each grade level is allotted 20- 30 minutes for the writing portion of ELA block. The principal and administrator on special assignment will perform CWTs, examine student work products (T-Charts, paragraphs) and monitor progress ongoing throughout the school year
- Use Reading Wonders question 21 for analytical writing in 2nd and 3rd grades, Step Up to Writing T-Charts will be used for pre-writing, teachers will engage students in weekly writing chats to provide feedback and explicit instruction and use as an ongoing diagnostic analysis of reading to determine if they are writing correct phonics patterns targeted in instruction
- Use writing activities that will be shared by the 4th grade ELA teacher that attended the county/state's National Writing Project this past summer
- The Interactive Science Journal will be used with 3rd and 4th grade Science classes to support writing
- Extend math block to 1 ½ hour in K-2 classes
- 3rd and 4th grade math classes will last for an hour with an additional 20 minutes of practice occurring during the one hour science class
- Steno pads will be purchased for 3rd and 4th grade math and science classes
- Administer Think Central Common Core online standards based prerequisite math assessment for 1st – 4th grades within the first two weeks of school to identify weaknesses, plan targeted instructions and form small flexible groups and again in January to monitor progress and determine if instruction is effective.
- The district's pacing guide will be used along with a CIM calendar. Think Central's test bank will be used to develop questions based on pacing guide testing schedule.
- Use calendar to ensure that all 3rd and 4th math standards are taught by then end of February and by the end of April for all other grade levels.
- Teachers will use CPALM, Think Central and the Florida Assessment Website as resources when planning weekly lessons.
- Teachers will unpack standards during weekly lesson planning sessions.
- Daily 5 will be implemented daily in reading and math, kindergarten will use a Daily 3.
- Principal will work with K-4 teachers (lesson plan review and monitoring instruction based on student needs
- STEM will be integrated throughout the school day (Administrator on Special Assignment will monitor STEM implementation

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.

A Deliberate Plan of action will be implemented at each grade level to increase students' acquisition of knowledge in ELA and math.

Students STAR 360 Assessment results will be used for initial data and progress monitoring.

Students scoring below level 3 in ELA and math will be identified as requiring additional support.

Kindergarten retainees - 2nd grade will receive intensive instruction through the Support Facilitation Model using SRA Early Intervention in Reading and push-in small group math support 3-5 days a week. Kindergarten students will receive support with letter recognition and phonemic awareness, individual student progress will be recorded in student folders by the support facilitation team and reviewed with the principal and grade-level teachers monthly. Additional instruction in Tyner will occur with the classroom teacher. 3rd grade and 4th grade ESE and level 1 students will receive intensive remediation through support facilitation using multiple sources such as Tyner, curriculum-based materials, supplemental materials, guided reading and/or Reading Mastery. Individual student progress will be recorded in student folders by support facilitation team and reviewed with the principal and grade-level teachers monthly. Classroom teachers will deliver intensive comprehension instruction in Tyner and Jan Richardson's Guided Reading. All Kdg – 4th grade students will be administered a prerequisite skills test in math from Think Central. Data will be used to develop small groups. Classroom teachers will deliver standards based intensive small group instruction using Reading Wonders, Go Math and other resources. The ESE Inclusion Support Facilitation Team will administer additional instruction using a variety of resources including reteach and intervention materials.

Teachers will work with new teachers on their grade-level to practice implementation of Beverly Tyner's Small Group Instruction and Jan Richardson's Guided Reading. Administrators will provide ongoing reading and math support through professional learning communities as well as monitoring through scheduled walkthroughs, and feedback.

One of the support facilitation teacher will implement push-in for intensive small group math instruction for 20 - 30 minutes each day 3-5 days a week for ESE and low performing general education students in Kindergarten – 2nd grades.

The other support facilitation teacher will implement push-in to provide ELA and writing support 30-60 minutes each day 3-5 days a week for ESE and low performing grade general education students in 3rd and 4th grades.

The support facilitation teacher-assistant will implement a pull-out model for intensive small group reading instruction 45 minutes each day 3-5 days a week for ESE and low performing general education students in Kindergarten – 2nd grades.

Afterschool Tutoring for ELA and Math has been budgeted for 3rd and 4th grade students.

MTSS/RtI

Tier 1 - All students will receive Tier 1 instruction

Tier 2 - Targeted instruction presented by the teacher in small group for some students according to their data based on STAR 360, low acquisition of skills based on core curriculum and curriculum-based instruction

Tier 3 - Intensive instruction and interventions provided by ESE Support Facilitation Team using research-based programs and strategies

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: After School Program

Minutes added to school year: 1,080

3rd and 4th grade teachers provide additional instruction in reading and math during afterschool tutoring for all students whose parents grant permission for them to attend.

Strategy Rationale

3rd and 4th grade teachers will engage struggling students with reading and math remediation and non-struggling students with enrichment. The afterschool program will be standards driven. The rationale for the strategy is to teach all students to proficiency.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Hobbs, Laura, lhobbs@ecsdfi.us

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

STAR 360 data will be used. Teacher and principal will review STAR 360 data and curriculum-based assessments to determine students critical area of need. Teachers and administrators will compare data of students attending afterschool tutoring versus those that are not to determine the program's effectiveness.

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.

Kindergarten teachers engage in informal conversations with teachers at the Headstart program that is held on the school's campus.

Kindergarten and VPK students in Headstart sometimes share the playground during recess.

Headstart students transitioning to kindergarten were invited to tour the school on their last day of class.

Students visited and interacted with kindergarten teachers during their planning time.

Orientation is held for students entering kindergarten to assist families with transitioning from early childhood programs to kindergarten. Kindergarten parent conferences are held to gather information and data to assist with the educational and instructional transition process.

Within the first month of school, FLKRS is administered to determine the readiness of each child upon entrance of kindergarten.

Activities are planned to promote parent involvement to support kindergarten transition. Some strategies used are parent report card day conferences where parents are presented with activities to support their child at home,

Family STEM Nights and classroom visits.

During this school year, parents will be invited to participate in the APTT program that promotes parent involvement and provides activities that can be used at home.

Lincoln Park is a pre-k – 4th grade elementary school. The principal meets with feeder principals monthly and student progress is reported on entering students as well as exiting students. Receiving schools are using planners and our K-4 students will use planners to support the transition. Students in 3rd and 4th grade will be using math, science and ELA journals to support transition to 5th grade and beyond.

Kindergarten registration began in May, 2017.

Orientation was held on August, 7, 2017.

Open House will be held on September 8, 2017.

Quarterly Family Literacy Nights to promote literacy and teach parents strategies to help their child at home will be held on:

October 2017

December 2017

February 2018

April 2018

Parent Report Card Day/Parent-Teacher Conferences will be held on:

1st 9 weeks – October 17, 2017

2nd 9 weeks – January 9, 2018

3rd 9 weeks – March 19, 2018

4th 9 weeks – May 23, 2018

Note: Report Card Day Conferences for students in grades K-3 will occur on October 16th, 2017, January 8, 2018 & March 16th, 2018

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.

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

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

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.

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.

Strengths:

- Weekly collaborative planning using standard based instruction contributed to targeted instruction
- specific small group instruction for reading and math
- Teachers Training Teachers model strengthened the school as a whole allowing for a shift in school culture

Needs:

- Increased student engagement
- Personalized Learning

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.

Teachers have not had training that will allow them to be comfortable with students having movement, voice and choice and ownership of their own learning while increasing achievement.

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. Increase Student Ownership of their learning

G2. Increase student engagement.

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. Increase Student Ownership of their learning 1a

G099025

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	60.0
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Student Goal Setting
- Home-School Connection

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Plan to Monitor Progress Toward G1. 8

District assessment data will be collected to determine if progress is being made toward the goal.

Person Responsible

Cassandra Smith

Schedule

Triannually, from 8/14/2017 to 5/18/2018

Evidence of Completion

Evidence collected will be District assessment data with charts to report on progress towards targets.

G2. Increase student engagement. 1a

G099026

Targets Supported 1b

Indicator	Annual Target
Highly Qualified Teachers	100.0

Targeted Barriers to Achieving the Goal 3

- Funding for Staff Development

Resources Available to Help Reduce or Eliminate the Barriers 2

- Principal

Plan to Monitor Progress Toward G2. 8

District Assessment Data

Person Responsible

Cassandra Smith

Schedule

Triannually, from 8/14/2017 to 5/18/2018

Evidence of Completion

Student Assessment Results

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase Student Ownership of their learning **1**

 G099025

G1.B1 Student Goal Setting **2**

 B266606

G1.B1.S1 Students will engage in weekly goal setting and conferences with staff. **4**

 S282497

Strategy Rationale

Students ownership and understanding of setting small goals will help them understand how to achieve optimal success that they themselves can be proud of.

Action Step 1 **5**

Teachers will plan together each week.

Person Responsible

Cassandra Smith

Schedule

Biweekly, from 9/4/2017 to 5/10/2018

Evidence of Completion

Student Binders

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

Student Test Scores

Person Responsible

Cassandra Smith

Schedule

Biweekly, from 9/4/2017 to 5/10/2018

Evidence of Completion

Student Binders

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

Leadership Team Meetings

Person Responsible

Cassandra Smith

Schedule

Every 6 Weeks, from 9/4/2017 to 5/10/2018

Evidence of Completion

Meeting Notes

G1.B2 Home-School Connection 2

 B266607

G1.B2.S2 Increase teacher's comfort level with personalized learning that offers students voice and choice in the classroom 4

 S282499

Strategy Rationale

The research indicates that student achievement soars when they are allowed voice and choice and can connect to the learning.

Action Step 1 5

Teachers require training on personalized learning

Person Responsible

Cassandra Smith

Schedule

Monthly, from 9/6/2017 to 4/27/2018

Evidence of Completion

Classroom Walkthroughs and STAR 360 data

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Classroom Walkthroughs,

Person Responsible

Cassandra Smith

Schedule

Biweekly, from 9/6/2017 to 4/27/2018

Evidence of Completion

Admin Reports

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Classroom Walkthroughs, Student Goal Setting and Data Chats

Person Responsible

Cassandra Smith

Schedule

Biweekly, from 9/7/2017 to 4/27/2018

Evidence of Completion

Student Goal Setting Binders

G2. Increase student engagement. 1

G099026

G2.B2 Funding for Staff Development 2

B266609

G2.B2.S1 Utilize district staff and a school model, "Teachers Training Teachers" to provide staff development during faculty meetings and on Plan/Learn Day. 4

S282500

Strategy Rationale

The school cannot afford to spend thousands of dollars to bring a trainer in from the outside. There is a wealth of knowledge both in our school and district. We will utilize each others strengths.

Action Step 1 5

Staff Development

Person Responsible

Cassandra Smith

Schedule

Monthly, from 8/10/2017 to 4/27/2018

Evidence of Completion

Agendas and Sign-in Sheets

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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					
G2.B2.S1.MA1 M413986	[no content entered]		No Start Date		No End Date one-time
G2.B2.S1.MA1 M413987	[no content entered]		No Start Date		No End Date one-time
G2.B2.S1.A1 A381195	Staff Development	Smith, Cassandra	8/10/2017	Agendas and Sign-in Sheets	4/27/2018 monthly
G1.B2.S2.MA1 M413983	Classroom Walkthroughs, Student Goal Setting and Data Chats	Smith, Cassandra	9/7/2017	Student Goal Setting Binders	4/27/2018 biweekly
G1.B2.S2.MA1 M413984	Classroom Walkthroughs,	Smith, Cassandra	9/6/2017	Admin Reports	4/27/2018 biweekly
G1.B2.S2.A1 A381194	Teachers require training on personalized learning	Smith, Cassandra	9/6/2017	Classroom Walkthroughs and STAR 360 data	4/27/2018 monthly
G1.B1.S1.MA1 M413979	Leadership Team Meetings	Smith, Cassandra	9/4/2017	Meeting Notes	5/10/2018 every-6-weeks
G1.B1.S1.MA1 M413980	Student Test Scores	Smith, Cassandra	9/4/2017	Student Binders	5/10/2018 biweekly
G1.B1.S1.A1 A381192	Teachers will plan together each week.	Smith, Cassandra	9/4/2017	Student Binders	5/10/2018 biweekly
G1.MA1 M413985	District assessment data will be collected to determine if progress is being made toward the goal.	Smith, Cassandra	8/14/2017	Evidence collected will be District assessment data with charts to report on progress towards targets.	5/18/2018 triannually
G2.MA1 M413988	District Assessment Data	Smith, Cassandra	8/14/2017	Student Assessment Results	5/18/2018 triannually

V. Professional Development Opportunities

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

G1. Increase Student Ownership of their learning

G1.B1 Student Goal Setting

G1.B1.S1 Students will engage in weekly goal setting and conferences with staff.

PD Opportunity 1

Teachers will plan together each week.

Facilitator

Teachers

Participants

Teachers

Schedule

Biweekly, from 9/4/2017 to 5/10/2018

G1.B2 Home-School Connection

G1.B2.S2 Increase teacher's comfort level with personalized learning that offers students voice and choice in the classroom

PD Opportunity 1

Teachers require training on personalized learning

Facilitator

District IT Department --Teacher Trainers at the School Level

Participants

Classroom Teachers

Schedule

Monthly, from 9/6/2017 to 4/27/2018

G2. Increase student engagement.

G2.B2 Funding for Staff Development

G2.B2.S1 Utilize district staff and a school model, "Teachers Training Teachers" to provide staff development during faculty meetings and on Plan/Learn Day.

PD Opportunity 1

Staff Development

Facilitator

School and District Personnel

Participants

Teachers and Staff

Schedule

Monthly, from 8/10/2017 to 4/27/2018

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	Teachers will plan together each week.				\$0.00
2	G1.B2.S2.A1	Teachers require training on personalized learning				\$0.00
3	G2.B2.S1.A1	Staff Development				\$3,504.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0771 - Lincoln Park Elementary School	Title, I Part A		\$1,980.00
			<i>Notes: Teacher extra pay for staying after school for staff development.</i>			
	6400	220-Social Security	0771 - Lincoln Park Elementary School	Title, I Part A		\$151.00
	6400	210-Retirement	0771 - Lincoln Park Elementary School	Title, I Part A		\$149.00
	6400	240-Workers Compensation	0771 - Lincoln Park Elementary School	Title, I Part A		\$24.00
	6400	510-Supplies	0771 - Lincoln Park Elementary School	Title, I Part A		\$1,200.00
			<i>Notes: Training Supplies - 25 books for Book study and additional Thinking Maps for new teachers</i>			
					Total:	\$3,504.00