

The School District of Palm Beach County

Lincoln Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	8
Title I Requirements	9
Budget to Support Goals	12

Lincoln Elementary School

1160 AVENUE N, Riviera Beach, FL 33404

<https://line.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	D	F*

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Porter, Alicia	Principal
Walker, Andrea	Assistant Principal
Thompson, Maureen	Administrative Support
Mirc, Eric	Teacher, K-12
Wunsch, Patricia	Teacher, K-12
Barnes, Joy	Teacher, K-12
Cantrell, Margaret	Teacher, K-12

Duties

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

- Have understanding of Purpose & Priorities
- Meet regularly and frequently (every week)
- Members have clear roles & responsibilities (See attached list with names and purpose)
- Knows and follows norms in fostering trust & equity of voice
- Establishes a culture of mutual respect & values each members role & contributions
- Creates a pattern of mutual accountability
- Maximizing time by sticking to agenda with clear objectives
- Engages in thoughtful decision-making process
- Makes decisions based on data and through productive conflict
- Track action items and consistently monitors both implementation and success

Early Warning Systems

Year 2017-18

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	25	20	24	20	19	20	0	0	0	0	0	0	0	128
One or more suspensions	8	5	10	12	9	5	0	0	0	0	0	0	0	49
Course failure in ELA or Math	37	37	42	50	46	43	0	0	0	0	0	0	0	255
Level 1 on statewide assessment	0	0	0	0	16	31	0	0	0	0	0	0	0	47

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	24	14	16	44	35	33	0	0	0	0	0	0	0	166

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	3	15	26	18	11	0	0	0	0	0	0	0	75
Retained Students: Previous Year(s)	1	3	14	24	18	11	0	0	0	0	0	0	0	71

Date this data was collected

Saturday 9/15/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	13	27	18	28	14	20	0	0	0	0	0	0	0	120
One or more suspensions	4	7	0	5	5	8	0	0	0	0	0	0	0	29
Course failure in ELA or Math	40	38	29	60	32	71	0	0	0	0	0	0	0	270
Level 1 on statewide assessment	0	0	0	41	22	54	0	0	0	0	0	0	0	117

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	12	17	6	45	24	55	0	0	0	0	0	0	0	159

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	13	27	18	28	14	20	0	0	0	0	0	0	0	120
One or more suspensions	4	7	0	5	5	8	0	0	0	0	0	0	0	29
Course failure in ELA or Math	40	38	29	60	32	71	0	0	0	0	0	0	0	270
Level 1 on statewide assessment	0	0	0	41	22	54	0	0	0	0	0	0	0	117

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	12	17	6	45	24	55	0	0	0	0	0	0	0	159

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA achievement is the lowest performing achievement areas at 29% Level 3+. As a Cohort group, 3rd grade was the lowest, with 19% proficient in ELA.

Which data component showed the greatest decline from prior year?

Our greatest decline from prior year occurred with our ELA learning gains and Lowest 25th percentile learning gains dropping a total of 15 points combined.

Which data component had the biggest gap when compared to the state average?

The ELA Proficiency gap between the school, at 29% and the state at 56%, is more than double at 27%.

Which data component showed the most improvement? Is this a trend?

Science made improvements of 28% from 2017-2018. Over the past 3 years we have seen an increase in our Science achievement, however not so much of a jump like this.

Describe the actions or changes that led to the improvement in this area.

Focused on vocabulary, Implemented 3-5 science lab on wheel, Implemented science tutorial

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	29%	57%	56%	20%	52%	52%
ELA Learning Gains	45%	61%	55%	38%	56%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	55%	56%	48%	46%	51%	46%
Math Achievement	59%	65%	62%	42%	61%	58%
Math Learning Gains	65%	63%	59%	54%	61%	58%
Math Lowest 25th Percentile	50%	53%	47%	49%	51%	46%
Science Achievement	49%	56%	55%	13%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	25 (13)	20 (27)	24 (18)	20 (28)	19 (14)	20 (20)	128 (120)
One or more suspensions	8 (4)	5 (7)	10 (0)	12 (5)	9 (5)	5 (8)	49 (29)
Course failure in ELA or Math	37 (40)	37 (38)	42 (29)	50 (60)	46 (32)	43 (71)	255 (270)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (41)	16 (22)	31 (54)	47 (117)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	19%	56%	-37%	57%	-38%
	2017	18%	54%	-36%	58%	-40%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	24%	58%	-34%	56%	-32%
	2017	31%	57%	-26%	56%	-25%
Same Grade Comparison		-7%				
Cohort Comparison		6%				
05	2018	29%	59%	-30%	55%	-26%
	2017	26%	52%	-26%	53%	-27%
Same Grade Comparison		3%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	53%	63%	-10%	62%	-9%
	2017	64%	62%	2%	62%	2%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2018	59%	63%	-4%	62%	-3%
	2017	48%	64%	-16%	64%	-16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		11%				
Cohort Comparison		-5%				
05	2018	54%	66%	-12%	61%	-7%
	2017	42%	61%	-19%	57%	-15%
Same Grade Comparison		12%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	42%	56%	-14%	55%	-13%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	35	31		49	43		64				
ELL	35	80		71	80						
BLK	28	41	48	55	63	52	47				
HSP	47	79		93	79						
FRL	29	45	55	59	65	50	49				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	53	70	47	63						
ELL	23	42		46	42						
BLK	23	56	64	53	57	53	20				
HSP	47			67							
FRL	24	54	61	54	58	51	20				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To ensure progress towards student achievement and learning gains within ELA and math instruction in alignment with District's Strategic Plan to support the expectations of LTO #2: Ensure High School Readiness
Rationale	<p>ELA is the lowest performing achievement and learning gains area and math lowest 25 learning gains.</p> <p>The ELA Proficiency gap between the school, at 29% and the state at 56%, is more than double at 27%.</p>
Intended Outcome	<p>Improve ELA Proficiency by 10% to be on target for meeting the LTO of the Strategic Plan by 2021.</p> <p>Improve ELA Learning Gains by 10% to be on target for meeting the LTO of the Strategic Plan by 2021.</p> <p>Improve Math Lowest 25 Learning Gains by 10% to be on target for meeting the LTO of the Strategic Plan by 2021.</p>
Point Person	Alicia Porter (alicia.porter.1@palmbeachschools.org)
Action Step	
Description	<p>Pillars of Effective Instruction - Through PLCs teachers are planning personalized lessons that meet the rigorous demands of the standards and are engaging to students in alignment with Florida State Statute 1003.42 and SB Policy 2.09 to ensure all students have an equitable access to learning. Teachers will hold students accountable and will have high expectations of them for their learning.</p> <ul style="list-style-type: none"> - Students will be provided with additional support to meet their social-emotional needs to increase student engagement and achievement. - Engage parents and the community in supporting student success through deliberate parent trainings and community engagement. - Support student learning by providing extended learning opportunities during the day with academic tutors in a push-in and/or pull-out setting, and through tutorial programs after school, spring, and summer. - Develop and implement a comprehensive literacy, math and science PD plan to support teachers' growth in collecting, organizing, and analyzing data, planning for and delivering differentiated literacy instruction, and developing appropriate instructional responses. - Teachers will use "Go-To" strategies that engage ELLs and all students more actively in learning.
Person Responsible	Alicia Porter (alicia.porter.1@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	Administration will monitor instruction and student performance in ELA through iReady results, FSQs,
Person Responsible	Andrea Walker (andrea.walker@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Parents are notified by school marquee, phone link, and multi-lingual flyers that that school is looking for members to be part of a decision making group (SAC or PTO). Parents are selected to represent the community we serve. Business partners will be contacted to be a member of the school's SAC. Leadership team and teachers selected as grade level representatives are also key stakeholders of this group. Input from stakeholders for the FY18 PFEP was documented in the minutes from the parent input meeting. During the school year, input from stakeholders will be documented by detailed minutes. Stakeholders will be involved in the development of the PFEP plan by providing input at SAC, parent input meeting, parent trainings, and participating in District surveys and discussion. Stakeholder's input is ongoing throughout the year. Title I parent and family engagement funds will be used to provide parents opportunities to assist their child at home and overall support at home. All stakeholders will have opportunity to give input on type of trainings, review parent feedback, and other items they would like to include in the plan and budget during the year.

PFEP Link

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

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.

Lincoln Elementary has 1 school counselor and 1 social worker who work together to provide various models of counseling support, which include: individual, small group, and grade level rotations. The counselor focuses on students' needs on topics including: anxiety, divorce, parent loss, self-esteem, bullying, decision making, etc. Our social worker provides support with family needs as well through home visits and connections to community resources. The counselors work closely with Phi Beta Sigma Fraternity, to bring volunteers to Lincoln to serve as mentors and positive role models to our students. Staff and teachers are encouraged to develop relationships with all students to encourage positive behavior, discuss positive study and work habits, college preparedness, career options, and community involvement.

Partnered with Center for Child Counseling to be an on site agency to provide counseling to KG-2 grade students. The agency provides counseling for traumatic experiences (divorce, death, absent parent(s)) by providing small group counseling sessions and role play. The agency also will provide teachers with in classroom support to deal with students with these experiences.

Our fourth grade students participate in the G.R.E.A.T (Gang Resistance Education and Training) taught by officers from the City of Riviera Beach Police Department. The G.R.E.A.T. officers provided a six lesson course to our students and completion of the program means that students have acquired life skills that will help them avoid delinquency, youth violence, gang membership, and also help them deal with bullying.

We will develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to

remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).

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

Lincoln Elementary offers an annual Kindergarten Round-up in the Spring, which includes parent training on what to expect in Kindergarten, as well as strategies to help students over the summer to be prepared for the start of Kindergarten. Lincoln Elementary encourages early Kindergarten registration at the Kindergarten Round-Up program and explains the necessary documents for registration.

On-site school tours are offered to new kindergarten families as part of Kindergarten Round Up. Future students and parents are encouraged to explore the classrooms so they won't seem foreign when the school year begins.

Parents are encouraged to come meet and greet their child's teacher at the annual "Meet the Teacher" meeting prior to start of school to ensure an easy and independent transition on the child's first day.

The strategies for assisting preschool children in transition from early childhood programs to local elementary school programs include the administration of the statewide kindergarten screening tool to determine readiness.

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

Pupil Progression meetings occur with parents and teachers three times a year. Data is collected based on RRR levels, SRI scores, and Diagnostics. At these meetings recommendations to School Based Team are determined and appropriate Tiered interventions are put in place to monitor progress of students based on goals.

Lincoln Elementary School will collaborate with programs /agencies to assist with student needs such as SAI, Homeless, Violence Prevention, Nutrition, Housing Department of Children and Families, etc.. Migrant department is contacted as needed to provide services and support for migrant students and families. We will utilize services and agencies to promote business and community involvement, and coordinate services through Seaquel Care, Bridges, and Youth Bureau Services. Safe Schools is contacted as needed to provide Restorative Justice sessions based on need. Title I funds pay for tutorial, classroom supplies, 1 coaching position, part time instructional resource teacher and professional development for teacher collaboration. Lincoln also utilizes these funds to support instruction for students with school supplies and academic resources. Lincoln Elementary teachers will participate in required Professional Development ongoing.

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

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

Lincoln Elementary build students' awareness of and readiness for postsecondary opportunities and the workforce by participating in a school wide Career Day. Career Day is organized by administration and teachers to provide a wide scope of career opportunities for our students to experience. Administration and teachers will work together to reach out to community members and leaders to speak to our students. Speakers will be encourage to provide visual presentations with handouts and activities to engage our students. Post Career Day, students will be encouraged to complete a short (grades K-2) or extended (grades 3-5) response to support their learning.

Another opportunity to build students postsecondary opportunities is particiaptng in College Day. Teachers are encouraged to decorate their door with their college, dress in college attire and plan a Morning Meeting to present their college to students by PowerPoint, pictures or video. Teachers are encouraged to invite college students to speak to the students on why college is important and college life.

Lincoln Elementary partners with Junior Achievement (JA) to provide the BizTown program with our 5th Graders. BizTown is an indoor center that contains a mini city with up to 18 public and private businesses. Each business within the center is sponsored by a real local business and displays the authentic logo and the actual marketplace appearance of the sponsor bringing the town to life for the students. Before visiting JA World, students complete a pre-visit curriculum program where they learn basic economic principles such as how to manage their personal bank account. They also participate in job interviews, learn about their new workplace and the job they will perform. Jobs range from retail sales professionals, accountants, business managers, medical professionals to TV and newspaper reporters.

Part V: Budget

Total:

\$239,370.20