

Polk County Public Schools

Lincoln Avenue Academy



2018-19 Schoolwide Improvement Plan

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Lincoln Avenue Academy

1330 LINCOLN AVE N, Lakeland, FL 33805

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	32%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan is pending approval by the Polk 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.

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

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

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

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Hollen, Evelyn	Principal
Kieffer, Fi	Teacher, K-12
Wallace, Holly	Teacher, K-12
Hutchinson, Lisa	Instructional Coach
Gainey, Dru	Assistant Principal
Spickard, Ann	Teacher, K-12

Duties

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

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

decisions that impact the quality of student learning and teacher proficiency; while she uses critical thinking and problem solving techniques to define problems and identify solutions. Frequently she reflects and evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises those decisions as needed. Through the school-based Leadership team, she empowers others and distributes leadership when appropriate.

All members of the leadership work as a unit to meet the needs of staff and students at their differentiated level. The Florida State Standards set expectations in all ELA and content literacy classrooms to provide students with instruction and practice in the use of close reading strategies to ensure deeper comprehension of what is being read. District provided CISM (Comprehension Instructional Sequence Module) training provides teachers with a highly research-based instructional framework and toolkit of strategies for the use in planning and implementing close reading lessons. CISM is grounded in providing scaffolds for students to independently use while reading and responding to their reading of complex text.

Each member of the leadership team works with teachers on each grade level and is responsible for reviewing students' literacy data and creating lessons that are responsive to identified student needs. They are responsible for acting on the literacy data by providing additional instruction/support where needed. Common assessments are used to identify effective reading strategies and guide instruction for re-teach or enrichment.

Dru Gainey: The assistant principal assists the school principal in providing the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available in order to enhance student achievement.

Lisa Hutchinson: The role of Reading Coach entails collaborative planning with all grade levels, especially in the area of writing strategies across the curriculum, ensuring vertical and horizontal alignment of the writing curriculum. This includes modeling high yield teaching strategies, remediating students, developing assessments etc

Fi Kieffer: The role of Math Magnet Attractor Unit entails collaborative planning with all grade levels, ensuring vertical and horizontal alignment of the math curriculum. This includes modeling high yield teaching strategies, remediating students, developing assessments etc

Anne Spickard: The role of the STEM lead is to work to facilitate school wide programs and professional development, provide instructional support, analyze data and coach teachers to achieve school goals and ensure success for all students in regards to STEM as well as all academic areas. Also, to lead the MTSS process for all grade levels in collaboration with the MTSS RtI Team.

Holly Wallace: The role of English Language Arts Magnet Attractor Unit entails collaborative planning with all grade levels, ensuring vertical and horizontal alignment of the ELA curriculum. Additionally, ensuring that the school's International Baccalaureate's documentation is complete as well as the school's philosophy is aligned to that of the IBO.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Wednesday 7/11/2018

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

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

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

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

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

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

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?

Science, yes the trend has been a decline from 15-16 of 90%, 16-17 of 85% and 17-18 of 83%

Which data component showed the greatest decline from prior year?

4th grade ELA was the lowest with 16-17 of 98% proficient and in 17-18 86%

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

We are always above the state average in all areas

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

16-17 4th ELA 86% and the following year in 5th grade the ELA was 88%

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

More consistent conferencing during small group
Comprehension test data analysis with remediation

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	90%	50%	56%	92%	48%	52%
ELA Learning Gains	68%	51%	55%	78%	49%	52%
ELA Lowest 25th Percentile	56%	45%	48%	80%	42%	46%
Math Achievement	90%	58%	62%	94%	54%	58%
Math Learning Gains	75%	56%	59%	81%	52%	58%
Math Lowest 25th Percentile	71%	44%	47%	73%	41%	46%
Science Achievement	83%	53%	55%	90%	46%	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	0 (4)	0 (5)	0 (1)	0 (6)	0 (2)	0 (6)	0 (24)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (1)	0 (0)	0 (0)	0 (1)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)	0 (1)

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	97%	51%	46%	57%	40%
	2017	98%	53%	45%	58%	40%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	85%	48%	37%	56%	29%
	2017	86%	51%	35%	56%	30%
Same Grade Comparison		-1%				
Cohort Comparison		-13%				
05	2018	88%	50%	38%	55%	33%
	2017	87%	44%	43%	53%	34%
Same Grade Comparison		1%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	87%	56%	31%	62%	25%
	2017	98%	58%	40%	62%	36%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2018	90%	57%	33%	62%	28%
	2017	94%	60%	34%	64%	30%
Same Grade Comparison		-4%				
Cohort Comparison		-8%				
05	2018	93%	56%	37%	61%	32%
	2017	99%	47%	52%	57%	42%
Same Grade Comparison		-6%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	83%	51%	32%	55%	28%
	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	70			60							
ASN	100	74		100	87		90				
BLK	84	67	56	69	51	48	68				
HSP	89	53		96	84		82				
WHT	90	70	52	96	80	95	86				
FRL	85	59	48	77	63	57	74				
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	67			92							
ASN	95	86		100	96		94				
BLK	80	62	56	92	64	60	53				
HSP	94	81		97	92	90	93				
WHT	91	63	63	98	74	77	90				
FRL	81	62	45	93	64	61	65				

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	4th Grade ELA
Rationale	ELA scores dropped 12% between third and fourth grade and learning gains were only 55% overall with the lowest 25% at 33%
Intended Outcome	To increase overall proficiency from prior year and increase learning gains to over 75%
Point Person	[no one identified]
Action Step	
Description	Implement Readers Workshop with fidelity. Support from leadership team. Data driven instruction planned for small groups and individuals. Comprehensive test data analysis by teachers and shared with students.
Person Responsible	[no one identified]
Plan to Monitor Effectiveness	
Description	Bi-monthly meetings with the school's leadership team and the 4th grade teachers to collaboratively grade weekly comprehension assessments, analysis of data with administration, and sharing of effective practices.
Person Responsible	[no one identified]

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.

- Orientation: Our school begins the year by welcoming our Lincoln families with a summer post card inviting the students to their new classrooms on the date of Polk County's Orientation. Lincoln's Orientation is an opportunity for parents to meet their teacher and begin a personal relationship with the teacher.
- Parent Information Night: Within the first two weeks, our Kindergarten, first grade and fifth grade families are invited back to Lincoln for an evening information event. During this meeting, parents are informed of their child's grade levels procedures and expectations for the year, our school's mission and vision, as well as all dates for the year in which the families can be involved.
- Parent Education Night: Within the first four weeks of school, our teachers host a Parent Education Night. This intention of this night is to inform our families of our school's mission and vision, current educational shifts, mandates, and best practices that affect our students.
- Portfolios: Three times each year, teachers engage in portfolio conferences with each student's

families.

The first one is face-to-face with teachers. The second and third conferences are student led.

During this time, teachers share the student's individual strengths and weaknesses of each student, while

at the same time, gather additional information from the families about each child.

- Educational Culminating Events: Each grade level hosts various events throughout the year that encourage

parental and family involvement by inviting them into the school. An example of these events include: Grandparent's Day, Swamp Stomp, Special's Showcase, classroom celebrations, awards ceremony, chess

team, music performances, fieldtrips, PTO meetings, SAC meetings, FCAT celebrations, Earth Day tree plantings, 100th Day Celebrations, Donuts for Dads, Muffins for Moms, Jump rope for Heart, Chinese New

Year, Arctic Day, and many others.

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.

- Given that one of the main tasks of the Leadership Team/PSLT is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data.

- The Leadership Team/PSLT communicates with and supports PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs. The Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.

- The Leadership Team/PSLT and PLCs use the problem solving process to:

- o Use the problem-solving model when analyzing data:

- o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance

- o Develop and test hypotheses about why student/school problems.

- o Develop and target interventions based on confirmed hypotheses.

- o Identify appropriate progress monitoring assessments/data collection tools to be administered at regular

intervals matched to the intensity of the level of instructional/behavioral/intervention support provided.

- o Develop grading period or units of instruction//intervention goals.

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

to meet established class, grade, behavior, and/or school goals.

- o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.

- o Assess the implementation of the strategies on the SIP using the following questions:

1. Does the data show implementation of strategies are resulting in positive student growth?

2. To what extent are we making progress toward the school's SIP goals?

3. If we are making progress, what can we do to sustain what is working?

4. What barriers to implementation are we facing and how will we address them?

5. What should we do next? What should be our plan of action?

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

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

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

Students are encouraged to participate in Polk County's WE3 Expo where all school programs are showcased; highlighting Polk's wide variety of school options.

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 Problem Solving Leadership Team develops a resource map to identify gaps in resources to ensure resources are available and allocated across the building for use by all grade levels and teachers.

To ensure teacher support systems student needs are met, the Problem Solving Leadership Team:

1. Reviews school-wide assessment data on an ongoing basis in order to identify instructional needs.
2. Supports the implementation of high quality instructional practices..
3. Reviews progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicates school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly. The PSLT meeting calendar is structured around the district's assessment calendar to ensure there are opportunities to review assessment outcome data and engage in the problem solving process to make data-driven decisions. The team includes administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, and other school personnel.

To build capacity multi-tiered system of instructional delivery:

- Supports school teams with creating, managing and updating the school's resource maps.

- Ensures the master schedule incorporates allocated time for intervention support at all grade levels and assist teacher teams in identifying evidence-based strategies and materials for intervention delivery.
- Coordinates data sorts at the beginning of each year to identify students in need.
- Facilitates the implementation of specific programs that provide support to students in need.
- Determines the school-wide professional development needs of faculty and staff and arranges trainings aligned with SIP goals.
- Organizes/supports data collection.
- Strengthen Tier 1 core instruction by:
 - o Implementing evidence-based instructional strategies/interventions.
 - o Supporting PLCs with planning/delivering instruction.
 - o Ensuring opportunities for common assessments.
 - o Reviewing common assessment data.
 - o Monitoring the fidelity of instructional practices.

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

N/A

Part V: Budget

Total:

\$0.00