

Polk County Public Schools

Lincoln Avenue Academy



2019-20 Schoolwide Improvement Plan

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Lincoln Avenue Academy

1330 LINCOLN AVE N, Lakeland, FL 33805

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

Demographics

Principal: Antoinette K IR By

Start Date for this Principal: 8/21/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	58%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (87%) 2017-18: A (76%) 2016-17: A (80%) 2015-16: A (84%) 2014-15: A (90%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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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	Job Duties and Responsibilities
Hollen, Evelyn	Principal	
Wallace, Holly	Teacher, K-12	
Hutchinson, Lisa	Instructional Coach	
Spickard, Ann	Teacher, K-12	
Blackwell, Marti	Teacher, K-12	
Dailey, Kanika	Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	108	90	90	89	88	85	0	0	0	0	0	0	0	550
Attendance below 90 percent	3	3	2	2	3	4	0	0	0	0	0	0	0	17
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 with two or more early warning indicators:

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

FTE units allocated to school (total number of teacher units)

41

Date this data was collected or last updated

Wednesday 8/21/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	2	2	0	3	3	3	0	0	0	0	0	0	0	13
One or more suspensions	6	0	4	9	5	4	0	0	0	0	0	0	0	28
Course failure in ELA or Math	4	3	13	5	11	6	0	0	0	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	3	1	1	0	0	0	0	0	0	0	5

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	0	4	4	3	4	0	0	0	0	0	0	0	16

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	90%	51%	57%	90%	51%	55%
ELA Learning Gains	72%	51%	58%	68%	53%	57%
ELA Lowest 25th Percentile	76%	49%	53%	63%	50%	52%
Math Achievement	93%	57%	63%	97%	58%	61%
Math Learning Gains	90%	56%	62%	78%	57%	61%
Math Lowest 25th Percentile	90%	47%	51%	78%	49%	51%
Science Achievement	95%	47%	53%	85%	46%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	108 (0)	90 (0)	90 (0)	89 (0)	88 (0)	85 (0)	550 (0)
Attendance below 90 percent	3 (0)	3 (0)	2 (0)	2 (0)	3 (0)	4 (0)	17 (0)
One or more suspensions	0 (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 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	91%	52%	39%	58%	33%
	2018	97%	51%	46%	57%	40%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	91%	48%	43%	58%	33%
	2018	85%	48%	37%	56%	29%
Same Grade Comparison		6%				
Cohort Comparison		-6%				
05	2019	87%	47%	40%	56%	31%
	2018	88%	50%	38%	55%	33%
Same Grade Comparison		-1%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	93%	56%	37%	62%	31%
	2018	87%	56%	31%	62%	25%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	93%	56%	37%	64%	29%
	2018	90%	57%	33%	62%	28%
Same Grade Comparison		3%				
Cohort Comparison		6%				
05	2019	94%	51%	43%	60%	34%
	2018	93%	56%	37%	61%	32%
Same Grade Comparison		1%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	95%	45%	50%	53%	42%
	2018	83%	51%	32%	55%	28%
Same Grade Comparison		12%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	71	64		67	86	90					

2019 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 2017-18	C & C Accel 2017-18
ASN	100	89		100	95		100				
BLK	78	60	59	81	83	80	95				
HSP	94	75		87	94						
WHT	91	72	82	99	90	100	95				
FRL	80	74	71	80	88	89	87				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	87
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	606
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	76
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	97
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	77
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	88
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	90
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	81
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The 18 - 19 data component that showed the lowest area of performance was "ELA Learning Gains" at 72%. Upon further analysis, a substantial factor that contributed to this measure is that 74% of our African American males made gains (as compared to 96% African American females).

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

All school grades components increased from the 17-18 school year to the 18-19 school year. There were no declines.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

In all components of the school grade, Lincoln's data outperformed the state's average.

- * ELA Achievement +33%
- * ELA Learning Gains +14%
- * ELA Bottom 25% +23%
- * Math Achievement +30%
- * Math Learning Gains +28%
- * Math Bottom 25% +39%
- * Science +42%

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement from the 17 - 18 school year to the 18 - 19 school year was ELA Learning Gains for the bottom 25%. This increase was from 56% learning gains in the 17-18 school year to 76% in the 18-19 school year. Factors that contributed to this increase were specific interventions targeted at our identified bottom 25% students; including small group instruction, intensive standard remediation, and increased parent communication.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Our Overall Federal Index is 76%, within this average a measure that stands out as being low is our African American subgroup (77%).

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA learning gains (72%), specifically for our African American male students (67%).
- 2.
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Lincoln's area of focus will be ELA learning gains.
Rationale	Lincoln will focus on ELA learning gains. Lincoln's data reflects that 72% of the students made learning gains. This is the lowest measurement within our school grade.
State the measurable outcome the school plans to achieve	Lincoln will increase the ELA learning gains of our students from 72% to 77% by the end of the 19-20 school year.
Person responsible for monitoring outcome	Evelyn Hollen (evelyn.hollen@polk-fl.net)
Evidence-based Strategy	Lincoln's teachers will participate in weekly reading endorsement classes, leading to 100% of our teachers receiving reading endorsement by the state of Florida. The classes focus on foundations of reading instruction, application of researched-based instructional practices, foundations of assessment, and foundations and applications of differentiated instruction.
Rationale for Evidence-based Strategy	These courses are offered by the state of Florida and have been developed to reflect best practices in English/Language Arts instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. Develop a time-line for all course work. 2. Implement instruction and collect teacher evidence. 3. Provide feedback to teachers. 4. 5.
Person Responsible	Lisa Hutchinson (lisa.hutchinson@polk-fl.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Lincoln's leadership team will conduct targeted walk-throughs to ensure the fidelity of implementation for the practices learned during the reading endorsement classes.

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 Schoolwide Improvement Plan 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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Lincoln's area of focus will be ELA learning gains.	\$0.00
Total:			\$0.00