Lincoln Elementary School

leadership

analysis

students

Florida

college and career

mission

school improvement

ambitious

family and community involvement

striving

teaching

achievement

relationships

success

areas of focus

instruction

needs assessment

strategic planning

collaboration

vision

learning

supportive environment

resources

growth

2019-20 Schoolwide Improvement Plan

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Lincoln Elementary School

1160 AVENUE N, Riviera Beach, FL 33404

https://line.palmbeachschools.org

Demographics

Principal: Alicia Porter

Start Date for this Principal: 2/2/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (50%) 2017-18: C (50%) 2016-17: C (46%) 2015-16: D (37%) 2014-15: F (31%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 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 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.

Table of Contents

Lincoln Elementary School

1160 AVENUE N, Riviera Beach, FL 33404

https://line.palmbeachschools.org

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 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	D

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Purpose and Outline of the SIP

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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 envisions a dynamic, collaborative multi-cultural community where education and life long learning are valued and supported and all learners reach their highest potential to succeed in the global economy.

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
Porter, Alicia	Principal	Instruction, Culture, Systems - Evaluations/Observations Facilities School Operations Personnel Safety Chair Mathematics & Science Contact
Walker, Andrea	Assistant Principal	Instruction, Culture, Systems - Evaluations/Observations Student Discipline and Safety (Bullying/Title IX) PBS Coach Testing Coordinator Textbook Coordinator Title I Contact Administrative oversite of ELL Administrative oversite of ESP Threat Assessment District Accreditation K-12 Literacy Contact
Carter, Rachelle	Teacher, K-12	Instruction, Culture, Systems SAI Program / LLI Coach Teacher Ambassador - new teachers and mentors Tutorial Lead EDW/PM Liaison Marzano Liaison
Valbrun, Dunier	Administrative Support	Instruction, Culture, Systems PLC Facilitator/Contact Professional Development Contact Performance Matters Contact Volunteer & Business Partnerships

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	67	66	62	84	82	78	0	0	0	0	0	0	0	439
Attendance below 90 percent	10	19	15	16	9	14	0	0	0	0	0	0	0	83
One or more suspensions	1	1	3	6	4	10	0	0	0	0	0	0	0	25
Course failure in ELA or Math	34	25	32	47	40	36	0	0	0	0	0	0	0	214
Level 1 on statewide assessment	0	0	0	32	32	41	0	0	0	0	0	0	0	105

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	6	10	9	38	34	30	0	0	0	0	0	0	0	127

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	1	16	2	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	2	3	1	0	0	0	0	0	0	0	6

FTE units allocated to school (total number of teacher units)
22

Date this data was collected or last updated
Sunday 10/6/2019

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

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

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	35%	58%	57%	25%	53%	55%
ELA Learning Gains	48%	63%	58%	54%	59%	57%
ELA Lowest 25th Percentile	50%	56%	53%	61%	55%	52%
Math Achievement	68%	68%	63%	54%	62%	61%
Math Learning Gains	63%	68%	62%	58%	62%	61%
Math Lowest 25th Percentile	44%	59%	51%	51%	53%	51%
Science Achievement	42%	51%	53%	21%	51%	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	67 (0)	66 (0)	62 (0)	84 (0)	82 (0)	78 (0)	439 (0)
Attendance below 90 percent	10 (25)	19 (20)	15 (24)	16 (20)	9 (19)	14 (20)	83 (128)
One or more suspensions	1 (8)	1 (5)	3 (10)	6 (12)	4 (9)	10 (5)	25 (49)
Course failure in ELA or Math	34 (37)	25 (37)	32 (42)	47 (50)	40 (46)	36 (43)	214 (255)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	32 (0)	32 (16)	41 (31)	105 (47)

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	26%	54%	-28%	58%	-32%
	2018	19%	56%	-37%	57%	-38%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	31%	62%	-31%	58%	-27%
	2018	24%	58%	-34%	56%	-32%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		7%				
Cohort Comparison		12%				
05	2019	29%	59%	-30%	56%	-27%
	2018	29%	59%	-30%	55%	-26%
Same Grade Comparison		0%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	67%	65%	2%	62%	5%
	2018	53%	63%	-10%	62%	-9%
Same Grade Comparison		14%				
Cohort Comparison						
04	2019	56%	67%	-11%	64%	-8%
	2018	59%	63%	-4%	62%	-3%
Same Grade Comparison		-3%				
Cohort Comparison		3%				
05	2019	63%	65%	-2%	60%	3%
	2018	54%	66%	-12%	61%	-7%
Same Grade Comparison		9%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	32%	51%	-19%	53%	-21%
	2018	42%	56%	-14%	55%	-13%
Same Grade Comparison		-10%				
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	35	47	45	52	51	47	48				
ELL	20	35		70	71						
BLK	35	47	53	66	62	44	37				
HSP	32	50		79	79						
FRL	34	48	51	68	64	43	41				

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				

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	52
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	68
Total Points Earned for the Federal Index	418
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
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	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	53
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	59
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
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.

Our lowest performing data component is ELA at 35% proficiency and Science proficiency at 42%. Our ELA proficiency has seen slight improvement over the years, but has been 5% or less each year. We see our students come in kindergarten without receiving any pre-kindergarten education and we are constantly working to close the gap every year.

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

When looking at the subgroup data across the board our ELL students dropped from 80% making learning gain in ELA to 47% making learning gains in ELA. This is a outlier as all other subgroups improved in ELA learning gains.

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.

Our data component that has the greatest gap when compared to the state average is ELA proficiency of 22 points. Again, we see our students come in kindergarten without receiving any pre-kindergarten education.

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 is our math proficiency by increasing 9% points. The new actions that were taken included math common planning, reteaching, and teacher practice.

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

A potential area of concern on our EWS data is students who are considered failing in ELA/Math and number of students with 90% less attendance rate. While we have worked on decreasing these indicators, there is still a large percentage of students who fall within these categories.

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

1. Lowest 25% Learning Gains in Reading & Math
2. ELA Proficiency
3. Science Proficiency
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#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	Students who fall within our bottom 25% are not making adequate progress of learning gains in ELA and Math

State the measurable outcome the school plans to achieve	5% Gains in ELA L25% 10% Gains in Math L25% 5% Increase in ELA Proficiency
Person responsible for monitoring outcome	Alicia Porter (alicia.porter.1@palmbeachschools.org)
Evidence-based Strategy	1 - Empower families to become proactive in their children's education on a continuous basis by providing effective communication, parent trainings, academic activities, and services to support families to impact student achievement. 2 - Continue to offer on-going professional development that focuses on building teachers' capacity in analyzing achievement data effectively, creating data driven lessons, and sharing best practice in instructional delivery and assessment. 3 - Plan for differentiated instruction, small group support (push-in/push-out), and afterschool tutorial that will provide targeted intervention for students identified using various data sources such as FSA, diagnostics, iReady, RRR, FSQs, USAs, and modeling of instruction.
Rationale for Evidence-based Strategy	1- Engaging families more actively and more effectively in their children's education will provide students with the supports needed to grow academically, socially, emotionally. 2 - Educational programs through the colleges and universities cannot provide the range of learning experiences necessary for effective teachers. Teachers will learn from veteran colleagues to gain skills needed to be effective in their role. Even experienced teachers are confronted with changes each year, that provide a need for professional development. 3 - Providing individualized plans to students are most effective when teachers differentiate. This allows for them to provide opportunities to challenge the learning experience for all learners.

Action Step	
Description	1. Students will be provided with additional support to meet their SEL needs to increase student engagement and achievement. 2. Engage parents and the community in supporting student success through deliberate parent trainings and community engagement. 3. 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. 4. 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. 5. 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)

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).

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42; continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:
(a) The History of the Holocaust
(b) The History of Black and African Americans
(c) The Contributions of Latino and Hispanics
(d) The Contributions of Women
(e) The Sacrifices of Veterans and Medal of Honor recipients within US History.
These concepts are introduced as stand alone teaching points and may also be integrated into other core subjects such as reading, writing, math, science, and social studies.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures.

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.

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 FY19 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 Behavior Intervention Professional 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 Behavior Health Personnel 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 experinces (divorce, death, absent parent(s)) by providing small group counseling sessions and role paly. The agency also will provide teachers with in classroom support to deal with students with these experinces.

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 meanst hat 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
Palm Beach - 0211 - Lincoln Elementary School - 2018-19 SIP Lincoln Elementary School
Last Modified: 10/31/2018 Page11 https://www.floridacims.org
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 particiapting 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

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

1	III.A.	Areas of Focus: 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				$239,047.20
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6150	510-Supplies	0211 - Lincoln Elementary School	Title, I Part A		$2,407.20
		Notes: Supplies - copy paper, colored copy paper, card stock, markers, pens, pencils, folders, ink, crates, laminating film, books, newletters, agendas, post its, reading/math/science manipulatives for parent trainings, refreshments, paper goods, Kindergarten Round Up materials - brochures/pamphlets, manipulatives, books, copy paper, card stock				
	6400	100-Salaries	0211 - Lincoln Elementary School	Title, I Part A	1.0	$95,989.47
		Notes: SSCC will support teachers in grades K-5 to implement strong systems for behavior, climate, culture and academics to result in high academic achievement and positive youth development (PLCs, PDDs, coaching, modeling, observation, and feedback).				
	5100	100-Salaries	0211 - Lincoln Elementary School	Title, I Part A		$96,928.65
		Notes: Out of System Tutors (Long Term) will work with all students in grades 3-5 in ELA, math and science through a push-in model to increase student engagement and achievement. (5 tutors / 6 hours / 182 days)				
	5100	510-Supplies	0211 - Lincoln Elementary School	Title, I Part A		$23,421.88
		Notes: Instructional supplies = iReady student books, chart paper, copy paper, post-it notes, pencils, book baggies, highlighters, tape dispensers, Fundation Kits, Fundation Replacement supplies and Fundation ancillary materials, Phonics clipboards for students, folders, notebooks,				
	5100	100-Salaries	0211 - Lincoln Elementary School	Title, I Part A		$20,000.00
		Notes: Teachers will provide support to low 25% and bubble students in grades 3rd, 4th and 5th grade in reading, math and science through small groups (morning tutorial starting 2nd day of school, after school starting October 2019, winter tutorial December 2019, spring tutorial March 2020, and summer - June 2020).				
	5100		0211 - Lincoln Elementary School	Title, I Part A		$300.00
		Notes: Online Subscription A-Z, Easy CBM				
					Total:	$239,047.20