

The School District of Palm Beach County

Lincoln Elementary School



2020-21 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: 2/5/2015

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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.

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Lincoln Elementary School

1160 AVENUE N, Riviera Beach, FL 33404

<https://line.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 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	91%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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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 multicultural 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, position title, and job duties/responsibilities 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 oversight of ELL Administrative oversight of ESP Threat Assessment District Accreditation K-12 Literacy Contact
Valbrun, Dunier	Administrative Support	Instruction, Culture, Systems PLC Facilitator/Contact Professional Development Contact Performance Matters Contact Volunteer & Business Partnerships
Brown, Lawanda	Teacher, K-12	Instruction, Culture, Systems SAI Program/LLI Coach Teacher Ambassador-new teachers and mentors Tutorial Lead EDW/PM Liaison Marzano Liaison

Demographic Information

Principal start date

Thursday 2/5/2015, Alicia Porter

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

34

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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*
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SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	34	61	67	65	79	77	0	0	0	0	0	0	0	383
Attendance below 90 percent	0	32	28	35	45	41	0	0	0	0	0	0	0	181
One or more suspensions	0	4	3	4	7	8	0	0	0	0	0	0	0	26
Course failure in ELA	0	29	40	30	43	44	0	0	0	0	0	0	0	186
Course failure in Math	0	34	31	26	32	31	0	0	0	0	0	0	0	154
Level 1 on 2019 statewide ELA assessment	0	0	0	0	11	21	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	13	0	0	0	0	0	0	0	17
FY20 ELA Winter Diag Level 1 & 2	0	0	0	61	57	55	0	0	0	0	0	0	0	173
FY20 Math Winter Diag Level 1 & 2	0	0	0	38	36	30	0	0	0	0	0	0	0	104

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	33	35	32	47	50	0	0	0	0	0	0	0	197

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	
Students retained two or more times	0	0	0	0	2	2	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Saturday 9/5/2020

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	
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

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	
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

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	
	(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.

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%
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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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

ESSA Federal Index	
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
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%	0

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.

During FY20, the Midyear Diagnostics show the following number of student scored level 1 & 2:

3rd = 61

4th = 57

5th = 55

The FY20 Diag shows the following data:

3rd grade showed 21.8 scoring level 3 or higher, a -4.4 from FSA 19 and 13.6 from FY19 Diag

4th grade showed 23.7 scoring level 3 or higher, a -4.2 from FSA 19 and -7.7 from FY19 Diag

5th grade showed 27.6 scoring level 3 or higher, a -6.7 from FSA 19 and -1.0 from FY19 Diag

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.

During FY21, we will work closely with Multicultural to ensure instruction utilizes the Go to Strategies to offer our ELLs additional instructional supports towards closing the achievement gap.

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.

During FY21, we will focus time & instruction towards supporting K-2 to ensure the students are well prepared to meet the demands and rigor of the state tested grades. During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using vetted resources and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate research based strategies included but not limited to GO-To Strategies, balanced literacy, small group instruction, and differentiated learning.

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.

During the FY20 Midyear Diagnostic, we saw a significant growth in third grade of +3.2 when comparing FY20 Diag to FY19 Diag and growth of 4% points with the fifth grade cohort from their previous scores in fourth grade.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Based on this data trend our focus will be to increase learning gains and achievement for our concern with students who are considered failing in ELA/Math. If we do not support these concerns, we are increasing the learning gaps, and students' improvement journey will be negatively affected. When we focus on literacy, math with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we will support all learners.

In addition we are concerned with the number of students with 90% less attendance rate. The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to not be actively involved in school. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism through SBT. We will be implementing district initiatives as well as setting up plans for students that are missing more than 10% of school days.

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.

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. Our in-school, during the school day tutorial

program ensured student participation and success. All teachers, including elective teachers collaborated to ensure program success. Schedules were adjusted to ensure tutorial days were honored and student participation was guaranteed. Administrators were assigned to support the students and build relationships with them to motivate and ensure their attendance in order to positively ensure:

1. ELA Proficiency
2. ELA Learning Gains
3. ELA/Math L25
4. Science

-Increasing students learning gains & proficiency in Literacy allows for our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities. Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future.

Increasing students learning gains in Math helps us think analytically and have better reasoning abilities. Analytical thinking refers to the ability to think critically about the world around us. Analytical and reasoning skills are essential because they help us solve problems and look for solutions, thus allowing our students the opportunity to become well-rounded, productive citizens by providing them with vital skills necessary for day to day.

-Our focus in Science education equips students with fundamental skills to navigate the subject throughout school and beyond. Skills in measurement and comparison not only contribute to science literacy, but they also build capacity across the curriculum. Process skills like observing, investigating, describing, predicting and experimenting aren't just vital to scientific thinking, but contribute academic achievement across all content areas. Science also lends itself to new forms of investigation in the classroom. Project-based learning gives students opportunities to solve problems, work cooperatively, experiment and explore. Hands-on learning connects theory and practice while reinforcing practical applications. These are skills elementary students will hone, refine and add to as they continue their education and topics and methods become increasingly sophisticated. The curiosity and creativity they develop will help sustain attention, grit and perseverance to attend to problems and work out solutions.

During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using vetted resources and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate research based strategies included but not limited to GO-To Strategies, balanced literacy, small group instruction, and differentiated learning. Teachers will engage in common planning as well as lesson study to improve instructional capacity. Professional development opportunities include district support/training, in-school coaching opportunities, and independent study. Teachers are encouraged to share best practice implementation at PLCs and Common Planning as a way of increasing grade level capacity as a whole. By developing strong teachers, we are able to increase student achievement as well as close the achievement gap.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Students who fall within our bottom 25% are not making adequate progress of learning gains in ELA

Measurable Outcome: 10% Gains in ELA L25%
10% Increase in ELA Proficiency

Person responsible for monitoring outcome: Andrea Walker (andrea.walker@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 - Implement a schoolwide academic program that provides targeted intervention to meet students' needs through student supports offered during the day and out outside of the school day that ensures students have an equitable opportunity to succeed.

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 Steps to Implement

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 Andrea Walker (andrea.walker@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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 statute 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.

We monitor the progress of students on a continuous basis and update our Action Plans during Professional Learning Communities (PLC's) and other professional development opportunities. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and PBS programs.

Our teachers continue to learn about our students' cultural backgrounds through classroom meetings, SBT, counseling program, and mentoring opportunities for targeted students. Social Emotional Learning (SEL) program has been established in order to to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps.

LES continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. We continue to maintain a single school culture through PBIS quarterly celebrations as well as advisory sessions that discuss applicable topics based on school culture/ climate and mental health. We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from their content-area teachers.

Suite 360 is the curriculum that the school district selected to implement the five hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

Safe and Drug Free Schools initiatives such as Red Ribbon Week and other programs that support prevention of violence in and around the school are implemented on an ongoing basis. A DATA Counselor (Drug/Alcohol) is located full-time on campus, along with a co-located therapist, behavioral health specialist, and case manager. These staff and programs work in concert to prevent the use of alcohol, tobacco, drugs, and foster a safe, drug free learning environment.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

We have in place the Positive Behavior Support System. The PBS Team provides all stakeholders (staff, students, parents and community) with professional development on the Behavior Matrix and behavior expectations which focuses on being Respectful , Responsible and Safe throughout the building (classroom, hallways, and cafeteria, common areas). Learning strategies, social behaviors, and self-management skills are emphasized during the professional development session also used in the after school program and School Based Team (SBT) meets weekly to discuss students with academic, social, and/or behavioral concerns. Other methods of social-emotional support available to students is the Check-in/Check-out process which involves daily goal setting and feedback with one of the school's counselor.

Social Emotional Learning curriculum is being implemented in every grade level and after school programs. Each classroom has created a "Calm Corner" to help students develop stronger coping skills. Additionally, learning strategies, social behaviors, and self-management skills are emphasized during the professional development session also used in the after school program. We have developed a strong sense of community through specific clubs developed to meet the needs of our students such as, a Language Enhancement Camp, Teamwork USA, SECME, FEA, and a Green club. Furthermore, being a STEM certified school, we bring in community members to help promote the academic needs of our school through events like our Career Fair and Outdoor Learning Event. Lessons done through STEM and Project-based learning to help develop 21st century skills in our students to help foster a growth mindset, resilience, and persistence through the learning process.

Anti-Bullying program is delivered to all students. Also, the school offers a non-violence and anti-drug program to students that incorporates field trips, community service, and counseling. Teachers follow Blender scope and sequence for additional resources and guidance to assist with the contents required.

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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$231,262.38
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	100-Salaries	0211 - Lincoln Elementary School	Title, I Part A	1.0	\$89,302.94
			Notes: Single School Culture Coordinator will support teachers in grades K-5 to implement strong systems for behavior, climate, culture and academics to result in high academic achievement (ELA, Math and Science) and positive youth development (PLCs, PDDs, coaching, modeling, observation, and feedback).			
	6150	510-Supplies	0211 - Lincoln Elementary School	Title, I Part A		\$2,038.38
			Notes: Supplies for parent trainings and parent communication: 12 cases of white copy paper at \$31.03 = \$372.36 / 12 reams of bright colored paper (3 of each color) @ 9.33 each = \$111.96 / 4 reams of golden rod copy paper @ 9.33 each = \$37.32 / 20 reams of white card stock at \$9.99 = \$199.80 / 4 boxes of file folder @ \$23.74 = \$94.96 / 3 boxes of pens @ \$10.85 each = \$32.55 / 10 packs of post it notes @ \$10.96 = \$109.60 / 5 packs of chart paper @ \$52.55 = \$262.75 / 3 packs of chart paper markers @ \$5.17 each = \$15.51 / 2 ink cartridges at \$66.49 = \$132.98 / 5 boxes of pencils @ 1.61 each = \$8.05 / 440 student agendas at \$1.50 for each = \$660.00 / TOTAL = \$2,037.84			
	6150	590-Other Materials and Supplies	0211 - Lincoln Elementary School			\$374.00
			Notes: Home&School Connections Newsletter annual school subscription will allow school to produce monthly parent newsletters to ensure timely communication with families yearly amonunt for mailer subscription (1@ \$373.50)			
	5100	100-Salaries	0211 - Lincoln Elementary School	Title, I Part A		\$98,157.15
			Notes: Non-certified, Out-of-system tutors will work with all students in grades 3-5 in ELA, math and science through a push-in model support teachers in increasing student engagement/time on task and achievement through differentiation of instruction. (5 tutors, 6 hours x 182 days @ \$15/hr)			
	5100	100-Salaries	0211 - Lincoln Elementary School	Title, I Part A		\$16,956.66
			Notes: MORNING Tutorial Program for students in grades 3-5 to support ELA, math and science start time is August 10, 2020. (2 certified teachers x 0.5 hours a day x 4 days per week x 38 weeks @ \$25/hr = \$3,800 and 1 non-certified staff x 0.5 hours a day x 4 days per week x 38 weeks @ \$15/hr = \$1,140); AFTER SCHOOL tutorial in grades 3-5 to support ELA, math and science start date is the week of January 25, 2021 (3 teachers in grades 3-5 to support ELA, math and science (3 certified teachers x 2.5 hours a day x 2 days per week x 12 weeks @ \$25/hr = \$4,500 and 2 non-certified staff x 2.5 hours a day x 2 days per week x 12 weeks @ \$15 = \$1,800); SPRING BREAK Tutorial in grades 3-5 to support ELA, math and science - March 15-18, 2021 (3 certified teachers x 4 hours a day x 4 days x 1 week @ \$25/hr = \$1,200 and 3 non-certified staff x 4 hours a day x 4 days x 1 week @ \$15/hr = \$720)			
	5100	100-Salaries	0211 - Lincoln Elementary School	Title, I Part A		\$3,307.86

			Notes: Non certified out of system tutors will provide support to identified students in grades 3-5 across content areas side by side with teachers during tutorials. MORNING Tutorial program to begin August 10, 2020 (1 non-certified temp tutor x 0.5 hours x 4 days x 38 weeks @ \$15/hr = \$1,140); AFTER SCHOOL Program to begin the week of January 25, 2021 (1 non-certified temp tutor x 2.5 hours x 2 days/week x 12 weeks @ \$15/hr = \$900); SPRING BREAK Tutorial March 15-18, 2021 (3 temp tutors x 4 hours/day x 4 days/week x 1 week @ \$15/hr = \$ at \$15.00 = \$720)			
	5100	510-Supplies	0211 - Lincoln Elementary School	Title, I Part A		\$21,125.39
			Notes: Supplies for instruction: White copy paper (35 teachers to receive 5 cases of paper for 175 cases @ \$31.03 = \$5,430.25), #2 Pencils (for 440 students - 18 boxes for each classroom 35 classrooms @ \$1.61 = \$1,014.30); headphones (440 students receive 2 a year for 880 @ \$11.69 = \$10,287.20); Composition books (1826 @ 0.50 cents = \$913.00); Super Sticky Easel Pads Pack of 6 Pads (15 @ \$162.99 = \$2,444.85); Super Sticky Dry-Erase Tabletop Easel Pod Pack of 20 (28 @ \$36.99 = \$1,035.72)			
Total:						\$231,262.38