

The School District of Palm Beach County

Lincoln Elementary School



2021-22 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: 2/10/2014

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* 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

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Lincoln Elementary is to educate, affirm, and inspire each student in an equity-embedded school system.

Provide the school's vision statement.

We envision...Lincoln Elementary is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish. Lincoln Elementary will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice. A joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued and their physical, emotional, academic, and social needs are met. ...WE SEE YOU

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Porter, Alicia	Principal	Oversight in all systems, culture and instruction Evaluations/Observations of employees Facilities School Operations Personnel Safety Chair
Valbrun, Dunier	Administrative Support	ELA PLC Facilitator/Contact Performance Matters Contact Teacher Ambassador - new teachers and mentors Volunteer & Business Partnerships
Gomez, Lydia	Teacher, K-12	ELL student compliance Imagine Learning Safety Advocate CTA Representative EDW/PM Liaison eLearning Management Contact
McCarthy, Ericka	Administrative Support	Math/Science PLC Facilitator/Contact Performance Matters Contact Teacher Ambassador - new teachers and mentors Volunteer & Business Partnerships School Based Team Leader
Davis, Jade	Teacher, K-12	SAI Program / LLI Coach Tutorial Lead Double Down Lead EDW/PM Liaison Professional Development Contact School Based Team Leader
Wunsch, Patricia	Teacher, K-12	Trailblazer Contact ESP Lead Marzano Liaison Disney Grant Director
Walker, Andrea	Assistant Principal	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

Name	Position Title	Job Duties and Responsibilities
		District Accreditation K-12 Literacy Contact

Demographic Information

Principal start date

Monday 2/10/2014, 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

33

Total number of students enrolled at the school

383

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data

Early Warning Systems

2021-22

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	45	48	63	71	58	79	0	0	0	0	0	0	0	364
Attendance below 90 percent	22	32	29	27	43	38	0	0	0	0	0	0	0	191
One or more suspensions	0	0	2	0	0	2	0	0	0	0	0	0	0	4
Course failure in ELA	17	58	37	28	48	36	0	0	0	0	0	0	0	224
Course failure in Math	12	50	28	31	44	31	0	0	0	0	0	0	0	196
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	32	40	31	0	0	0	0	0	0	0	103
Level 1 on 2019 statewide FSA Math assessment	0	0	0	36	39	35	0	0	0	0	0	0	0	110
Number of students with a substantial reading deficiency	0	12	15	22	13	24	0	0	0	0	0	0	0	86
FY21 ELA Winter Diag Level 1 & 2	0	0	0	48	56	60	0	0	0	0	0	0	0	164
FY21 Math Winter Diag Level 1 & 2	0	0	0	40	41	51	0	0	0	0	0	0	0	132
	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	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	1	0	10	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - 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	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

2020-21 - 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	35	61	67	65	79	77	0	0	0	0	0	0	0	384
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

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				35%	58%	57%	29%	57%	56%
ELA Learning Gains				48%	63%	58%	45%	61%	55%
ELA Lowest 25th Percentile				50%	56%	53%	55%	56%	48%
Math Achievement				68%	68%	63%	59%	65%	62%
Math Learning Gains				63%	68%	62%	65%	63%	59%
Math Lowest 25th Percentile				44%	59%	51%	50%	53%	47%
Science Achievement				42%	51%	53%	49%	56%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	26%	54%	-28%	58%	-32%
Cohort Comparison						
04	2021					
	2019	31%	62%	-31%	58%	-27%
Cohort Comparison		-26%				
05	2021					
	2019	29%	59%	-30%	56%	-27%
Cohort Comparison		-31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	65%	2%	62%	5%
Cohort Comparison						
04	2021					
	2019	56%	67%	-11%	64%	-8%
Cohort Comparison		-67%				
05	2021					
	2019	63%	65%	-2%	60%	3%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	32%	51%	-19%	53%	-21%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring also allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning.

Kindergarten - Fall, Winter and Spring iReady, Benchmark Unit Assessments, FSQs/USAs
 1st Grade - Fall, Winter and Spring iReady, Benchmark Unit Assessments, FSQs/USAs, PBPA
 2nd Grade - Fall, Winter and Spring iReady, Benchmark Unit Assessments, FSQs/USA, PBPA
 3rd Grade - Fall, Winter and Spring iReady, FSQs/USA, Ready Interim Assessments, PBPA
 4th Grade - Fall, Winter and Spring iReady, FSQs/USA, Ready Interim Assessments, PBPA
 5th Grade - Fall, Winter and Spring iReady, FSQs/USA, Ready Interim Assessments, PBPA

-iReady: Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need.

-Florida Standards Quizzes (FSQs), Unit Standardized Assessments (USAs), Palm Beach Performance Assessment (PBPA) and Ready Interim Assessments gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24.6	20	20.3
	Economically Disadvantaged	25	20	27
	Students With Disabilities	25	33	10
	English Language Learners	60	20	40
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		61	70
	Economically Disadvantaged		61.8	70.7
	Students With Disabilities		50	66.7
	English Language Learners		55.6	55.6
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34.4	19.7	21.9
	Economically Disadvantaged	33.3	19.4	21.7
	Students With Disabilities	27.3	8.3	0
	English Language Learners	0	0	14.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		70.3	67.6
	Economically Disadvantaged		70.2	67.2
	Students With Disabilities		71.4	62.5
	English Language Learners		30	40

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		31.7	29.2
	Economically Disadvantaged		31.6	27.9
	Students With Disabilities		33.3	16.
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.7	31.6	20.9
	Economically Disadvantaged	17.4	29.6	20.6
	Students With Disabilities	0	16.7	0
	English Language Learners	0	0	0
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			20
	Economically Disadvantaged			19.4
	Students With Disabilities			16.7
	English Language Learners			14.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			30.7
	Economically Disadvantaged			30
	Students With Disabilities			42.9
	English Language Learners			42.9

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			27.1
	Economically Disadvantaged			25.0
	Students With Disabilities			15.4
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			28.2
	Economically Disadvantaged			26.1
	Students With Disabilities			7.7
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			12.9
	Economically Disadvantaged			11.8
	Students With Disabilities			15.4
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	36	32		36	28		32				
ELL	9			22							
BLK	25	32	38	27	20	13	17				
HSP	25			40							
WHT											
FRL	26	33	47	29	23	19	16				
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						

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	257
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	29
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

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	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
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	57
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	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The FY21 FSA dropped overall 149 points ELA proficiency dropped 8 points (FY19=35, FY21=27), ELA learning gains dropped 14 points (FY19 =48/FY21=34); ELA Lowest 25% learning gains dropped 6 points (FY19=50, FY21=44). Math proficiency dropped 38 points (FY19=68, FY21=30), Math learning gains dropped 38 points (FY19=63, FY21=25), and Math Lowest 25% learning gains dropped 20 points (FY19=44, FY21=24). Science proficiency dropped 25 points (FY19=44, FY21=17) In 3rd grade ELA we saw a 5% increase from Fy19 to FY21 on the FSA. We also saw in 5th grade a slight improvement from FY19 3rd graders at 25.9% proficient and in FY21 5th graders at 27% proficient (2.9% increase among same cohort). In 3rd grade Math we saw our biggest drop in math from 68% in FY19 to 24% in FY21.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our lowest performing data component is ELA at 35% proficiency and Science proficiency at 42%. During the Fall iReady assessment our data showed ELA at 25% proficiency. We made small improvements throughout the year and overall at the end of year were at 32% proficiency on iReady ELA Diagnostic, which is still under our 2019 ELA state assessment score. This data also showed us that the greatest need for improvement within the ELA data was phonics and vocabulary. The other component, based on 2019 state assessments, that demonstrate the greatest need for improvement is learning gains within our lowest 25% in math. Three year trends show that this group has not made improvement dipping below 50%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors for this need for improvement are: students come in kindergarten without receiving any pre-kindergarten education, English language acquisition for ELL students, lack of background knowledge for students, and lack of instructional strategies used by students with disabilities.

New Actions to be taken to address this need for improvement would include: school wide professional development for staff on instructional strategies, professional development for parents on importance of pre-kindergarten education and providing opportunities for students to expand their background knowledge through virtual fieldtrips.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component from the 2019 state assessment that showed the most improvement is our math proficiency by increasing 9% points. Based on our progress monitoring data from grades 1 & 2 showed the most improvement in math data over the year with an overall proficiency of 69%

What were the contributing factors to this improvement? What new actions did your school take in this area?

The new actions that were taken included math common planning, reteaching, and teacher practice during our PLCs.

What strategies will need to be implemented in order to accelerate learning?

This year we have hired three resource teachers to accelerate learning. Two primary reading and one K-5 math.

One of the primary reading is being trained in Reading Recovery. Reading Recovery is a thoroughly researched

and proven early literacy intervention for the lowest-achieving first graders. Individual students work one-to-one with a specially trained teacher for only 12 to 20 weeks and receive daily 30-minute lessons. After a full series of lessons, about 72% of students achieve grade-level standard. This position requires a reading endorsement or reading certification.

The other primary reading teacher is a SAI teacher. The purpose of the supplemental academic instruction to students enrolled in K-12 programs and to implement remedial instruction. Strategies may include but are not limited to modified curriculum, reading instruction, after school programs, tutoring, mentoring, class size reduction, extended school year, and intensive skills development in summer school. This position requires a reading endorsement or reading certification.

The K-5 Math teacher is specifically working with students who are above grade level in math. We want every student to have access to opportunities of accelerated math. Thus, we strive to facilitate students' enrollment in as many math courses as possible, at the highest level of challenge possible.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

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.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will be provided to ensure sustainability of improvement are: small group instruction, PLCs, using research based strategies, teacher collaboration.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	The Instructional Leadership Team reviewed previous years data and discussed the one things that would be a game changer for students that would help them be more successful overall. Through the Root Cause Analysis process were focused on the most critical challenges our school us currently facing regarding instruction. Our critical challenge is that our reading scores are low (32% proficiency in ELA). As we went through the 5 why's of the Root Cause Analysis, we came to the conclusion that students are receiving the same instructional materials and supports, without any attention to individual student needs. Therefore, student data and evidence are not being utilized, consistently to inform instruction.
Measurable Outcome:	Our measureable goals for the FY22 school year will be the following: ELA - 40% ELA Learning Gains - 53% ELA L25 Learning Gains - 55% Math - 58% Math Learning Gains - 75% Math L25 Learning Gains - 55% Science - 45%
Monitoring:	Through our PLCs we will focus on analyzing data and evidence (formative and summative) to make informed decisions about instruction. We will monitor common assessments (FSQs/USAs/Diagnostic) to ensure our desired outcome.
Person responsible for monitoring outcome:	Alicia Porter (alicia.porter.1@palmbeachschools.org)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Utilize instructional staff during ELA to support teachers implement a coherent curriculum that focuses on academic standards to ensure student learning and success. 2. Incorporate in school, pre-school, and/or after school tutorials to support standards-based instruction for remediation, enrichment and support of data selected students to close the achievement gap. 3. Establish Professional Learning Communities cycles within all grade levels focusing on the "how" of instruction. Ensure teachers are focused on best practices that support equitable & equal access to learning for all students all the time. 4. Differentiated small group instruction will be utilized in all ELA, Math, and Science classrooms. Through differentiation we are ensuring we support all learners at their ability. We are ensuring a variety of task, products, and processes. 5. Students will engage in adaptive technology to offer personalized learning solutions that provide support/reteach/enrichment at their level (iReady and Successmaker).
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Utilize instructional staff and tutors to support the implementation of the ELA curriculum. The materials and resources are designed to provide a coherent sequence of instruction. 2. Tutorials will provide students with the additional supports for remediation/enrichment as needed and will ensure students receive the additional support for success. 3. Professional Learning Communities teachers engaging in analysis of standards based teaching and learning provides a high degree of accountability; provides teachers and teams with the opportunity to progress monitor the achievement of all students and make decisions on next steps. 4. Small group instruction provides an opportunity for teachers to personalize the learning

and provide

direct instruction to students at varying levels.

5. iReady and Successmaker will offer an opportunity for students to receive enrichment and remediation

on a variety of skills. The ability to personalize instruction to meet individual needs will result in increased scores.

Action Steps to Implement

Instructional Staff and Tutors:

- a. Analyze teacher data to determine support needed
- b. Analyze student data to determine support needed
- c. Provide teachers and tutors with professional development on collaborative teaching expectations
- d. During ELA, Math, Science, and Social Studies support teachers implement a coherent curriculum that focuses on academic standards.
- e. Monitoring will occur through observations, instructional rounds, and analysis of lesson plans

Person Responsible Jade Davis (jade.davis@palmbeachschools.org)

2. Tutorials:

- a. Analyze student data to determine student needs/groups for tutorial
- b. Choose supplemental materials & resources to be utilized
- c. Analyze teacher classroom data to determine teachers who are eligible to be tutors
- d. Train tutors on expectations and resources being used for tutorial.
- e. Monitor tutorial program through lesson plans, walkthroughs, student sign ins.

Person Responsible Jade Davis (jade.davis@palmbeachschools.org)

3. Professional Learning Communities:

- a. Train PLC leader on effective tools for leading PLCs
- b. 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) and positive youth development (PLCs, PDDs, coaching, modeling, observation, and feedback)
- c. Monitoring will occur through the walkthroughs, lesson plans, student data

Person Responsible Dunier Valbrun (dunier.valbrun@palmbeachschools.org)

4. Small Group Instruction:

- a. Create schedule to allow for small group instruction to occur
- b. Provide training for teachers to use research based interventions (SPIRE)
- c. Provide training for teachers to progress monitor the effectiveness of the small group instruction being implemented
- d. Schedule for monthly data chats to occur to review progress of interventions
- e. Monitoring will occur through walkthroughs, lesson plans, student data

Person Responsible Ericka McCarthy (ericka.mccarthy@palmbeachschools.org)

5. Technology (iReady & SuccessMaker)

- a. Provide teachers with professional development to ensure appropriate use of technology.
- b. Create a rotational schedule that allows for daily use of technology programs (30 minutes iReady & 20 minutes SuccessMaker)
- c. Teachers will engage students in small group instruction based on technology results
- d. Implement schoolwide incentive program for students reaching goals
- e. Monitor through pulling reports weekly and classroom walkthroughs

Person Responsible Andrea Walker (andrea.walker@palmbeachschools.org)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: House Bill 7011 created a new section, s 1008.365 establishing the Reading Achievement Initiative for Scholastic Excellence (RAISE) within the FLDOE. Our school was identified base on the fact that 50% or more students, in any grade level, score below a 3 on the FY21 FSA.

Measurable Outcome: Our measureable goals for the FY22 school year will be the following:

ELA - 40%
 ELA Learning Gains - 53%
 ELA L25 Learning Gains - 55%

Monitoring: Through our PLCs we will focus on analyzing data and evidence (formative and summative) to make informed decisions about instruction. We will monitor common assessments (FSQs/USAs/Diagnostic) to ensure our desired outcome.

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 training, academic activities, and services to support families to impact student achievement.
- 2 - Continue to offer ongoing professional development that focuses on building teachers' capacity in analyzing achievement data effectively, creating data-driven lessons, and sharing best practices 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 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 roles. Even experienced teachers are confronted with changes each year, that provide a need for professional development.
- 3 - Providing individualized plans to students is most effective when teachers differentiate. This allows for them to provide opportunities to challenge the learning experience for all learners.

Action Steps to Implement

Students will be provided with additional support to meet their SEL needs to increase student engagement and achievement.

Person Responsible Andrea Walker (andrea.walker@palmbeachschools.org)

Engage parents and the community in supporting student success through deliberate parent training and community engagement.

Person Responsible Andrea Walker (andrea.walker@palmbeachschools.org)

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.

Person Responsible Jade Davis (jade.davis@palmbeachschools.org)

Develop and implement a comprehensive literacy PD plan to support teachers' growth in collecting, organizing, and analyzing data, planning for and delivering differentiated literacy instruction (Modules of Instruction), and developing appropriate instructional responses.

Person Responsible Dunier Valbrun (dunier.valbrun@palmbeachschools.org)

Teachers will use "Go-To" strategies that engage ELLs and all students more actively in learning.

Person Responsible Lydia Gomez (lydia.gomez@palmbeachschools.org)

Implement Adaptive Technology (iReady) school-wide

Person Responsible Andrea Walker (andrea.walker@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Lincoln Elementary School ranks #72 out of 82 in Palm Beach County and #1,244 out of 1395 elementary schools statewide. When compared to all the other schools statewide, we fall into the very high category. We have had a total of 11 incidences during the 2019-2020 school year that are rated violent. Those incidents include fighting and physical attack. In the 2019-2020 school year Lincoln Elementary reported 37 out of school suspensions. This number also ranks us as very high ranking us at #77 out of 82 within the district and #1,156 out of 1,395 in the state. We will proactively address classroom management and student behavior by mentoring teachers and provide them with monthly PDs to improve management techniques in the classroom. We will monitor our PBIS data during monthly faculty meetings and every other week during SBT meetings discuss behavior needs of students.

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.

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. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school, as well as kid friendly videos. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. We also have parent/family multicultural nights.

Our PBIS universal school guidelines and matrix is evident through specific practices and students will be responsible to abide by the guides to be a Safe, Optimistic, Achieving, and Respectful student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year. Lincoln Elementary 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.

Resources- 2-1-1 is a community helpline and crisis hotline that provides suicide prevention, crisis intervention, information, assessment, and referral to community services for people of all ages. Caring staff will listen to each individual's situation to provide information on available social services, community services and resources that include food assistance, medical clinics, foreclosure prevention, parenting info on developmental concerns (Help Me Grow) & special needs, senior services that include free "Sunshine" daily calls, services for teens and more. Calls are Free, Confidential, and available 24/7.

Our Family Resource Center will support families with monthly educational workshops facilitated by our School Counselors, Case Manager, Behavioral Health Specialist, Co-Located Therapist, and Single School Culture Coordinator.

Additional resources (e.g., clothing, backpacks, supplies) are provided to students experiencing homelessness. Our Case Manager and School Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met.

A District Migrant Liaison coordinates with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for the families of our migrant students. These supports are supplemental to school-wide supports for students and families.

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

Monitoring of attendance, including late drop-offs and early pick-ups by our teachers, the councilors, and the SBT is key to building a positive culture. To address the issue, the school-based team currently meets to discuss truancy with students and families. When appropriate, attendance contracts are signed and/or a home visit is made. On a daily basis, One Voice is used to call the homes of students that are absent. In addition, the school will be using postcards to reach out to families to inform them of their student(s)' total absences and the instruction that they missed as a result of the absence(s).

School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success students, receive brag tags, certificates, individual reward tickets, and incentives. To

highlight teachers' contributions to students' success, the School-wide Positive Behavior Team will provide incentives to teachers throughout the year for going above and beyond

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture with strategies that encourage collaboration.

School Councilor: Supports a positive culture and environment through lessons the lesson they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our councilor ensure students feel safe, welcome, and included.

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks 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 Instruction applicable to appropriate grade levels including but not limited to:

- (a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.
- (b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.
- (c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.
- (d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	100-Salaries	0211 - Lincoln Elementary School	Title, I Part A	1.0	\$0.00
			Notes: Non-certified, Out-of-system tutors will work with at-risk/struggling students in grades 3-5 in ELA, math and science through a push-in model supporting teachers in increasing student engagement/time on task and achievement through differentiation of instruction. / Start date is August 2021			
	5100	500-Materials and Supplies	0211 - Lincoln Elementary School	Title, I Part A		\$0.00
			Notes: Easy CBM to support delivery of instruction (reading intervention and progress monitoring) grades K-5 with ELA / Teacher Deluxe Version for 200 students (per subscription) for \$39.99 / 2 Licenses Raz Kids Online Subscription K-2 to help students by providing a listening library to support mastering of ELA standards, build vocabulary and develop 21st-century ELA skills. / 9 Teacher Licenses to support up to 25 students each for a total of 225 students.			
	5100	500-Materials and Supplies	0211 - Lincoln Elementary School	Title, I Part A		\$0.00
			Notes: Compositions notebooks to support student learning in grades K-5 with all content areas (classroom and tutorial) (400 students, 6 notebooks for each student for the year) 2400 \$0.5 \$1,200.00 White copy paper (case) to support delivery of instruction and student learning in grades K-5 with all content areas (classroom and tutorial) (1 case per teacher (30) - twice a year) 61 \$31.03 \$1,892.83 Pre-sharpened pencils -Ticonderoga (pack of 12) to support student learning in grades K-5 with all content areas (classroom and tutorial) 400 students a box of 12 for each student 422 \$1.4 \$590.8 Individual white boards (package of 36 - white board, dry erase markers, and eraser) to support student learning in grades K-5 with all content areas (classroom and tutorial) for 400 students 12 \$126.9 \$1,522.8 Classroom libraries for grades K-5 various titles to support students learning with ELA (Scholastic) 1 \$850.00 \$850.00 Classroom libraries for grades K-5 various titles to support students learning with ELA (Barnes & Noble) 1 \$100.05 \$100.05 Easel Pad - 4 pack to support delivery of instruction and student learning in grades K-5 and all content areas (classroom and tutorial) 30 \$42.52 \$1,275.6 3 prong pocket folders to support student learning - Data folders for grades 2-5 with ELA and Math (classroom) 560 \$0.5 \$280.00 Avery Durable View Binder 1-1/2 Inch Binder Pack of 4 to support student learning in grades 3-5 for all content areas to organize resources for learning (classroom). 48 \$38.27 \$1,836.96			
	6150	500-Materials and Supplies	0211 - Lincoln Elementary School	Title, I Part A		\$0.00
			Notes: Case of white copy paper (Office Depot) to support parent trainings/meetings and school-home communication 27 \$31.03 \$837.81 Easel Pad - 4 pack to be used during parent trainings/meetings 20 \$42.53 \$850.6 Clipboards - Each to be used during parent trainings/ meetings 25 \$0.88 \$22.00 Dry Erase Markers - 8 pk to be used during parent trainings/ meetings 10 \$4.99 \$49.9 Take Home bags (pack of 6) to take books (school-home) for at home reading with parents. 67 \$11.61 \$777.87 Pens (Blue Ink, Pack Of 12) to be used during parent trainings/meetings 3 \$6.14 \$18.42 Pens (Black Ink, Pack Of 12) to be used during parent trainings/meetings 3 \$6.15 \$18.45 Pencils - Dozen (Ticonderoga) pack of 12 to be used during parent trainings/meetings			
	6400	513000-PROP - EDUCATIONAL	0211 - Lincoln Elementary School	Title, I Part A	1.0	\$0.00
			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) and positive youth development (PLCs, PDDs, coaching, modeling, observation, and feedback)			
	6400	513000-PROP - EDUCATIONAL	0211 - Lincoln Elementary School	Title, I Part A	1.0	\$0.00

			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 (Math and Science) and positive youth development (PLCs, PDDs, coaching, modeling, observation, and feedback)
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00