

Polk County Public Schools

Lincoln Avenue Academy



2021-22 Schoolwide Improvement Plan

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Lincoln Avenue Academy

1330 LINCOLN AVE N, Lakeland, FL 33805

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

Demographics

Principal: Antoinette K IR By

Start Date for this Principal: 7/14/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	58%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (87%) 2017-18: A (76%) 2016-17: A (80%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 Polk County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Lincoln Avenue Academy

1330 LINCOLN AVE N, Lakeland, FL 33805

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	41%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

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

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

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Kirby, Antionette	Principal	<p>The roles and responsibilities of Lincoln’s principal are defined by the Florida Principal Leadership Standards. They include but are not limited to: obtaining high student learning results, establishing student learning as a priority, implementing an instructional framework, establishing a learning environment that is conducive to the learning of all students, employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data, developing other leaders within Lincoln, retaining and developing an effective and diverse faculty and staff, and maintaining a safe and orderly facility.</p> <p>Each member of the leadership team works with teachers on each grade level and is responsible for reviewing students’ literacy data and creating lessons that are responsive to identified student needs. They are responsible for acting on the literacy data by providing additional instruction/support where needed. Common assessments are used to identify effective reading strategies and guide instruction for re-teach or enrichment.</p>
Spickard, Ann	Instructional Technology	<p>The role of the STEM lead is to work to facilitate school wide programs and professional development, provide instructional support, analyze data and coach teachers to achieve school goals and ensure success for all students in regards to STEM as well as all academic areas. Also, to lead the MTSS process for all grade levels in collaboration with the MTSS RtI Team</p>
Lokey, Diana	Reading Coach	<p>The role of English Language Arts Magnet Attractor Unit entails collaborative planning with all grade levels, ensuring vertical and horizontal alignment of the ELA curriculum. Additionally, ensuring that the school’s International Baccalaureate’s documentation is complete as well as the school’s philosophy is aligned to that of the IBO.</p>

Demographic Information

Principal start date

Wednesday 7/14/2021, Antoinette K IR By

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.*

4

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

43

Total number of students enrolled at the school

535

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

2

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

2

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	81	91	99	88	87	89	0	0	0	0	0	0	0	535
Attendance below 90 percent	0	5	1	4	3	2	0	0	0	0	0	0	0	15
One or more suspensions	0	3	9	2	3	7	0	0	0	0	0	0	0	24
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	5	10	0	4	9	0	0	0	0	0	0	0	28

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	0	0	1	0	1	7	0	0	0	0	0	0	0	9
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The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Date this data was collected or last updated

Thursday 7/8/2021

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	104	88	88	90	88	86	0	0	0	0	0	0	0	544
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Attendance below 90 percent	3	0	1	1	1	2	0	0	0	0	0	0	0	8
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One or more suspensions	7	7	4	5	8	6	0	0	0	0	0	0	0	37
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Course failure in ELA	1	0	0	0	0	0	0	0	0	0	0	0	0	1
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Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Level 1 on 2019 statewide Math assessment	0	0	0	2	1	0	0	0	0	0	0	0	0	3
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Level 1 on 2019 STAR ELA	0	0	1	0	2	0	0	0	0	0	0	0	0	3
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Level 1 on 2019 STAR Math	0	0	1	0	2	2	0	0	0	0	0	0	0	5
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The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	1	0	0	0	0	1	0	0	0	0	0	0	0	2
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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	2	1	0	0	0	0	0	0	0	0	0	0	0	3
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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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	104	88	88	90	88	86	0	0	0	0	0	0	0	544
Attendance below 90 percent	3	0	1	1	1	2	0	0	0	0	0	0	0	8
One or more suspensions	7	7	4	5	8	6	0	0	0	0	0	0	0	37
Course failure in ELA	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	2	1	0	0	0	0	0	0	0	0	3
Level 1 on 2019 STAR ELA	0	0	1	0	2	0	0	0	0	0	0	0	0	3
Level 1 on 2019 STAR Math	0	0	1	0	2	2	0	0	0	0	0	0	0	5

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

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

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	2	1	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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				90%	51%	57%	90%	50%	56%
ELA Learning Gains				72%	51%	58%	68%	51%	55%
ELA Lowest 25th Percentile				76%	49%	53%	56%	45%	48%
Math Achievement				93%	57%	63%	90%	58%	62%
Math Learning Gains				90%	56%	62%	75%	56%	59%
Math Lowest 25th Percentile				90%	47%	51%	71%	44%	47%
Science Achievement				95%	47%	53%	83%	53%	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	91%	52%	39%	58%	33%
Cohort Comparison						
04	2021					
	2019	91%	48%	43%	58%	33%
Cohort Comparison		-91%				
05	2021					
	2019	87%	47%	40%	56%	31%
Cohort Comparison		-91%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	93%	56%	37%	62%	31%
Cohort Comparison						
04	2021					
	2019	93%	56%	37%	64%	29%
Cohort Comparison		-93%				
05	2021					
	2019	94%	51%	43%	60%	34%
Cohort Comparison		-93%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	95%	45%	50%	53%	42%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool utilized in grade 1 reading was the STAR Early Literacy. For grades 2-5 STAR Reading was used and grades 1-5 STAR Math was used. Fifth-grade science utilized district-created quarterlies.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	75	90	89
	Economically Disadvantaged	54	77	79
	Students With Disabilities	100	100	75
	English Language Learners	33	100	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	95	94	88
	Economically Disadvantaged	88	92	69
	Students With Disabilities	100	100	100
	English Language Learners	67	67	67

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	97	91	89
	Economically Disadvantaged	100	76	70
	Students With Disabilities	100	100	67
	English Language Learners	100	100	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	80	82	70
	Economically Disadvantaged	60	88	45
	Students With Disabilities	67	67	57
	English Language Learners	100	100	100

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	89	95	93
	Economically Disadvantaged	76	82	76
	Students With Disabilities	80	80	80
	English Language Learners	100	100	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	79	86	78
	Economically Disadvantaged	59	71	53
	Students With Disabilities	100	100	100
	English Language Learners	100	100	100

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	83	91	86
	Economically Disadvantaged	60	80	60
	Students With Disabilities	80	80	80
	English Language Learners	57	57	57
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	76	83	73
	Economically Disadvantaged	60	60	40
	Students With Disabilities	20	40	40
	English Language Learners	71	71	57

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	72	77	74
	Economically Disadvantaged	58	50	36
	Students With Disabilities	57	57	43
	English Language Learners	100		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	70	70	78
	Economically Disadvantaged	17	36	58
	Students With Disabilities	20	40	40
	English Language Learners		100	
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	75	81	84
	Economically Disadvantaged			
	Students With Disabilities			
	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	62			38							
ELL	67			58							
ASN	100			100							
BLK	63	33		47	31		56				
HSP	86	54		77	42		69				
MUL	94			81							
WHT	92	63		87	65		96				
FRL	61	30		46	30		60				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	71	64		67	86	90					
ASN	100	89		100	95		100				

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
BLK	78	60	59	81	83	80	95				
HSP	94	75		87	94						
WHT	91	72	82	99	90	100	95				
FRL	80	74	71	80	88	89	87				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	70			60							
ASN	100	74		100	87		90				
BLK	84	67	56	69	51	48	68				
HSP	89	53		96	84		82				
WHT	90	70	52	96	80	95	86				
FRL	85	59	48	77	63	57	74				

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	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	457
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	100
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	66
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	88
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	81
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

STAR reading 20-21 results, grades three through five all indicated growth in percent proficient from fall to spring assessments. A minimum increase of 2 percentage points were noted for that group of students during that range. A trend within that data was the percent proficiency decreased overall by one percentage point from grades three through five, with grade three increasing by 4 points, grade four increasing by 3 points and grade five increasing by 2 points according to growth in percent proficiency from fall to spring assessments. Among subgroups including economically disadvantaged students and students with disabilities, grades 2 and 5 indicate decreases from fall to spring assessments in percent proficient, while grades 3 and 4 maintained the same percent proficient. Results within the ELL subgroup show students in grades 2-4 retained the percent proficiency. STAR math 20-21 results, a trend that emerges across grade levels one through five is a decrease in percent proficient from fall to spring assessments. Grades two through four all indicate increases in percent proficient from the fall to winter assessments. Within the economically disadvantaged subgroup, a trend was consistent with the overall population, in that a decrease was noted in percent proficient from fall to spring assessments in grades 1 through 4. Primary grades 1-3 all indicated increases in percent proficient from fall to winter assessments, similar to the STAR reading results. Within the students with disabilities subgroups, grades 1 through 4 percent proficient remained the same from fall to spring assessments.

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

According to 20-21 progress monitoring results and 2019 state assessments, the data components that demonstrate the greatest need for improvement are Mathematics learning gains at 68%, specifically Caucasian students at 65%, reading and math achievement among students within the Students with Disabilities subgroup and African American subgroup and the achievement of students within the economically disadvantaged subgroup in both reading and math categories.

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

The contributing factors to the need for improvement of the data components above include the retiring of Lincoln's former math coach of over 15 years and the hiring of a new math coach for the past two years. Additionally, many staff changes took place over the course of the past 4 years, specifically among teachers of math for students in grades 1 through 5. Last year, grades 5, 4, and 3 all had new Lincoln teachers or teachers new to teaching math at LAA. Grades K and 1 taught their own classes math, which is different from previous years as well.

New actions that need to be taken to address this need for improvement include specific training on math standards and best practices for instruction, diversity professional development to help engage and empower students within the Economically Disadvantaged and African American subgroups, and the utilization of resources for remediation and acceleration for students in grades 4 and 5 to increase learning gains.

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

The data component that showed the most improvement, based on progress monitoring and 2019 state assessments, was the increase in learning gains in ELA, especially among the lowest 25th percentile rank of students. This increase was from 76% learning gains in the 18-2019 school year to 78% learning gains. According to progress monitoring from the 20-21 school year, intermediate grades showed the most improvement in reading with overall increases in reading proficiency in grades three through five from fall to spring progress monitoring assessments.

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

Contributing factors to this improvement include specific interventions developed by teachers in collaboration with the MTSS Student Success Team including small group instruction and increased parent communication. New actions the school took in this area include having a member of the Leadership Team become the MTSS Coordinator to help manage and assist all teachers and students throughout the MTSS process. To increase parent communication, the entire school switched to using the app, Class Dojo, to frequently communicate needs, expectations and home learning strategies for families. During our summer learning program, these students also utilized a new intervention program, Scootpad, to progress monitor their ELA and math needs throughout the summer. Additionally, teachers in grades 3 and 4 collaborated with school reading coach to prioritize reading standards and develop a scope and sequence of reading standards taught throughout the year.

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

In order to accelerate learning, data needs to be analyzed to determine the specific skills each student, or group of students needs to be taught in order to fill in any gaps and show mastery of the current content being assessed. Strategies of data analysis, remediation and re-teaching, scaffolding support and enrichment, fluid skill-based groupings, and frequent teacher monitoring and assessment need to be implemented. To be effective, an intervention program must target skills and frequently progress monitor to accelerate students forward. IB curriculum will be used to support acceleration.

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.

Professional development opportunities that will be provided at the school to support teachers and leaders include monthly training on data analysis and intervention strategies related to each skill identified based on progress monitoring. Additionally, training on the new Florida BEST standards needs to be included this school year. In order to best support all teachers and staff, training must be comprehensive and include research-best best practices that match student needs identified in various data components from the previous and current school year.

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

To sustain improvement, additional services that will be implemented to ensure sustainability include utilizing support staff to facilitate intervention groups and implement reading and math intervention using i-Ready program materials purchased for this upcoming school year. The LAA Leadership Team will continue to analyze data to ensure the effectiveness of intervention programs and the incorporation of new standards and resources.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Lincoln will focus on math learning gains. Lincoln's data reflects that 68% of students made learning gains. This is the lowest measurement within our school data used to calculate school grades.

Measurable Outcome: Lincoln will increase the math learning gains of our students from 68% to 93% by the end of the 2021-22 school year.

Monitoring: Progress monitoring tools and classroom observations will be used to monitor for the desired outcome.

Person responsible for monitoring outcome: Antionette Kirby (antionette.kirby@polk-fl.net)

Evidence-based Strategy: Lincoln teachers will participate in weekly Transdisciplinary International Baccalaureate Studies (TIBS) during year-round curriculum development sessions, IB training, and Professional Learning Communities (PLCs) focused on the problem and inquiry-based learning, small group instruction, standard unpacking, summer learning, Emergenetics, and intensive remediation within an MTSS framework.

Rationale for Evidence-based Strategy: The above strategy provides opportunities for educators to work collaboratively in ongoing sessions in which inquiry, action, and reflection result in instructional strategies that will best meet the needs of all learners.

Action Steps to Implement

Develop a timeline for weekly PLCs as well as staff development opportunities throughout the school year based on current data available at the time of PLC to ensure data-driven instruction.

Person Responsible: Diana Lokey (diana.lokey@polk-fl.net)

Implement TIBS (Transdisciplinary International Baccalaureate Studies) and collect evidence of student samples to show evidence of implementation of strategies discussed

Person Responsible: Diana Lokey (diana.lokey@polk-fl.net)

Provide specific and timely feedback to teachers based on administrator observation as well as student feed back, as glows and grows, based on IB reference rubrics

Person Responsible: Antionette Kirby (antionette.kirby@polk-fl.net)

Specific training on math standards and best practices for instruction, diversity professional development to help engage and empower students within the Economically Disadvantaged and African American subgroups

Person Responsible: Ann Spickard (ann.spickard@polk-fl.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Lincoln will focus on ELA achievement. Lincoln's data reflects that 86% of students were proficient in ELA. ELA achievement decreased by 4 percentage points from the prior year.

Measurable Outcome: Lincoln will increase the ELA achievement of our students from 86% to 93% by the end of the 2021-22 school year.

Monitoring: Data will be monitored during monthly PLCs. Additionally, non-evaluative observations will be conducted to ensure fidelity with strategies learned during PLCs.

Person responsible for monitoring outcome: Antionette Kirby (antionette.kirby@polk-fl.net)

Evidence-based Strategy: Lincoln teachers will participate in weekly Transdisciplinary International Baccalaureate Studies (TIBS) during year-round curriculum development sessions, IB trainings and Professional Learning Communities (PLCs) focused on problem and inquiry based learning, small group instruction, standard unpacking, summer learning, Emergenetics and intensive remediation within an MTSS framework.

Rationale for Evidence-based Strategy: The above strategy provides opportunities for educators to work collaboratively in ongoing sessions in which inquiry, action and reflection result in instructional strategies that will best meet the needs of all learners.

Action Steps to Implement

Develop a timeline for weekly PLCs as well as staff development opportunities based on data.

Person Responsible Diana Lokey (diana.lokey@polk-fl.net)

Implement instruction and collect evidence and student data.

Person Responsible Antionette Kirby (antionette.kirby@polk-fl.net)

Provide feedback to teachers.

Person Responsible Antionette Kirby (antionette.kirby@polk-fl.net)

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.

In reflection of the EWS data, the total number suspension totals for the 20-21 School year decreased by 13 points from the previous year. The EWS data indicated 0 suspensions in the 18-19 school year compared to 37 suspensions recorded in the 19-20 school year and 24 suspensions in the 20-21. MTSS to monitor behavior and mentoring will be implemented a strategy. The assistant principal will monitor data.

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.

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

student, while

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

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

parental and family involvement by inviting them into the school. An example of these events include:

Grandparent’s Day, Arctic Day, Special’s Showcase, classroom celebrations, awards ceremony, chess

team, music performances, field trips, PTO meetings, SAC meetings, FCAT celebrations, Earth Day tree

plantings, 100th Day Celebrations, Donuts for Dads, Muffins for Moms, Jump rope for Heart, Chinese New

Year, Arctic Day, and many others.

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

Lincoln's stakeholders include PTO, SAC, parents, students, and community organizations. Lincoln will work together to plan programs that improves Lincoln's working relationship with all stakeholders and the surrounding community.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00