

The School District of Palm Beach County

Lincoln Elementary School



2022-23 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: 2/17/2015

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (42%) 2018-19: C (50%) 2017-18: C (50%)
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	ATSI
* 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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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Porter, Alicia	Principal	<p>The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps toward a continuous improvement process at the school. The Principal will guide and facilitate instruction using best practices and school district-recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and community members to understand the standards and the vision of academic success aligned with college and career readiness. In addition, the principal hires and retains highly qualified employees, and uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Ms. Porter must reflect on competing priorities and focus attention on those that will have the most significant leverage in improving instruction and learning.</p>
Walker, Andrea	Assistant Principal	<p>As Assistant Principal, Dr. Walker supports professional learning and collaboration among teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Valbrun, Dunier	Instructional Coach	<p>The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within</p>

Name	Position Title	Job Duties and Responsibilities
		<p>the instructional practices and the implementation of the school-wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally. She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.</p>
Gomez, Lydia	Reading Coach	<p>The SAI Teacher assists with the coordination and implementation of the District-approved ELA curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site-based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitates weekly Professional Learning Communities or PLCs. Finally, the SAI Teacher will provide support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met for ELA (Reading/Writing). She will also lead standards-based planning and follow the FCIM coaching cycle.</p>

Demographic Information

Principal start date

Tuesday 2/17/2015, Alicia Porter

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

7

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

341

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

9

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	63	57	52	73	54	61	0	0	0	0	0	0	0	360
Attendance below 90 percent	38	36	41	33	29	43	0	0	0	0	0	0	0	220
One or more suspensions	9	3	8	4	11	9	0	0	0	0	0	0	0	44
Course failure in ELA	0	20	25	48	18	30	0	0	0	0	0	0	0	141
Course failure in Math	0	16	23	41	11	29	0	0	0	0	0	0	0	120
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	29	25	43	0	0	0	0	0	0	0	97
Level 1 on 2022 statewide FSA Math assessment	0	0	0	28	27	44	0	0	0	0	0	0	0	99
Number of students with a substantial reading deficiency	12	11	15	48	39	68	0	0	0	0	0	0	0	193

Using the table above, complete the table below with the number of students by current grade level who have 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	23	34	40	46	39	57	0	0	0	0	0	0	0	239

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	0	21	0	0	0	0	0	0	0	0	0	23
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

Friday 9/30/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	32%	59%	56%				35%	58%	57%
ELA Learning Gains	52%						48%	63%	58%
ELA Lowest 25th Percentile	52%						50%	56%	53%
Math Achievement	33%	53%	50%				68%	68%	63%
Math Learning Gains	56%						63%	68%	62%
Math Lowest 25th Percentile	53%						44%	59%	51%
Science Achievement	18%	59%	59%				42%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	26%	54%	-28%	58%	-32%
Cohort Comparison		0%				
04	2022					
	2019	31%	62%	-31%	58%	-27%
Cohort Comparison		-26%				
05	2022					
	2019	29%	59%	-30%	56%	-27%
Cohort Comparison		-31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	67%	65%	2%	62%	5%
Cohort Comparison		0%				
04	2022					
	2019	56%	67%	-11%	64%	-8%
Cohort Comparison		-67%				
05	2022					
	2019	63%	65%	-2%	60%	3%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	32%	51%	-19%	53%	-21%

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

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	43	52		41	52		24				
ELL	15	54		35	61		21				
BLK	34	51	58	30	56	54	14				
HSP	38	52		48	61		31				
WHT	11			33							
FRL	31	53	52	32	57	53	18				
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						
FRL	34	48	51	68	64	43	41				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	67

ESSA Federal Index	
Total Points Earned for the Federal Index	363
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
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	42
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	42
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	48
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	38
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	0

Part III: Planning for Improvement

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 FY22 FSA dropped a total of 50 points from our FY19 data. ELA proficiency dropped 2 points (FY19=35, FY22=32), ELA learning gains increased 4 points (FY19=48 FY21=52); ELA Lowest 25% learning gains increased 2 points (FY19=50, FY22=52). Math proficiency decreased 35 points (FY19=68, FY22=33), Math learning gains decreased 7 points (FY19=63, FY22=56), and Math Lowest 25% learning gains increased 9 points (FY19=44, FY22=53). Science proficiency decreased 6 points (FY19=24, FY22=18)

3rd grade ELA proficiency increased 7 points (FY19=26, FY22=35); 3rd grade Math proficiency decreased 29 points (FY19=66, FY22=37)

4th grade ELA proficiency increased 6 points (FY19=31, FY22 = 37); 4th grade Math proficiency decreased 14 points (FY19=55, FY22=41)

5th grade ELA proficiency decreased of 4 points (FY19=28, FY22=24); 5th grade Math proficiency decreased by 40 points (FY19=63, FY22=23)

5th grade Science proficiency decreased 14 points (FY19 = 32, FY22=18)

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our lowest performing data component is Math & Science proficiency.

During the Fall iReady assessment our data showed Math at 10% proficiency. We made small improvements throughout the year and overall at the end of year were at 20% proficiency on iReady Math Diagnostic, which is slightly less than our 2022 ELA state assessment score. This data also showed us that the greatest need for improvement within the Math data was Measurement & Geometry.

The other component based on 2022 state assessments that demonstrate the greatest need for improvement is Science proficiency. Three year trend show that this subgroup has fell under 25% proficiency.

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 & real world fieldtrips. Also, increasing the opportunities for hands on learning in Science twice a month during Fun Friday activities.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component from the 2022 state assessment that showed the most improvement was Math learning gains and Math L25 learning gains.

Assessments throughout the year showed improvements in Math on district assessments and through iReady lessons. iReady data showed a decrease of students at 2 and half years below grade level in 4th & 5th grade decreased by 15% from Fall to Winter.

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. Math SSCC facilitated the PLCs to ensure fidelity of curriculum and schedules were reviewed. Admin walkthroughs conducted during small group rotation times also contributed to improvement in math learning gains. Lastly, restructuring of classes/teachers to allow for personalized instruction with master teachers in math (SSCC taught L25 5th grade group).

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. We also have placed third grade students in advanced courses for Math.

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.

uring 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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence and Growth.

Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. The results of our proficiency in ELA, Math, and Science on FY22 FSA did not show much growth from the FY21 FSA.

Our second instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard. In ELA 29% of 2nd grade measured proficient on iReady for FY21. These students are now entering into third grade. Ensuring teachers receive the adequate training and supports towards great instruction will lead towards positive learning gains & growth.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student Learning Outcomes
 By February 2023, we will increase the overall percentage of students scoring proficient on the FAST Progress Monitoring 2 assessment by 5% in both ELA & Math. We will also decrease the number of students scoring level 1 and "Urgent Interventions" by 25%.

By May 2023, Lincoln Elementary will increase we will increase the overall percentage of students scoring proficient on the FAST Progress Monitoring 3 assessment by 5% in both ELA & Math. We will also decrease the number of students scoring level 1 and "Urgent Interventions" by 25%.

Teacher Practice Outcomes
 By February of 2023, 50% of our teachers will be effectively utilize the Gradual Release Model of instruction.

By May 2023, 90% of our teachers will be effectively utilize the Gradual Release Model of instruction.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

At Lincoln Elementary we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/ portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology.

The monitoring will be supported by key members of our leadership team including: Assistant Principal, SSCC, and PLC Facilitator.

Person responsible for monitoring outcome:

Alicia Porter (alicia.porter.1@palmbeachschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. FSA tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. Math teachers will incorporate the use of technology-based programs including Math Nation and IXL. Language Arts teachers will use Study Island, Reading Plus, novel study, and writing strategies to enhance students' ability to integrate knowledge.
4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USAs and FSQs have proven successful in preparing students for the FSA.
2. Students who participate in the FSA tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. Both IXL and Math Nation have aided in significantly increasing student achievement when the programs used with fidelity. The Reading Plus program, Study Island, and the incorporation of writing strategies such as CLS are effective tools that enable teachers to differentiate instruction based on a student's specific area of need.
4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Incorporate Small group instruction:
 - a. Students will be assessed using USAs and FSQs in both Math and Language Arts. Teacher will utilize differentiated instruction strategies and small group instruction in all ELA and Math courses.
 - b. Teachers will analyze student data to determine strengths and weaknesses in content area.
 - c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, whites).
 - d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
 - e. Teachers develop ongoing formative assessments to track student learning and adjust instruction.
 - f. Monitoring will occur through the review of lesson plans, conducting teacher data chats, and review of teacher schedules.

Person Responsible

Alicia Porter (alicia.porter.1@palmbeachschools.org)

Tutorials:

- a. Analyze student data to determine students for tutorial groups and the support necessary.
- b. Choose research-based supplemental materials and resources to during tutorials.
- c. Analyze teacher classroom data to determine who will be tutors.
- d. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
- e. Students will be selected and grouped for pullout tutorials, afterschool and Saturday success academies based on the results from FY21 FSA/EOCs, FSQs, USAs and Winter Diagnostics; and ESSA identified subgroups: White.
- f. Monitored by Assistant Principal through the review of data, lesson plans, and conducting observational walks.

Person

Responsible

Andrea Walker (andrea.walker@palmbeachschools.org)

PLC's/Professional Development:

- a. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
- b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
- c. Two Instructional coaches and resource teacher will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
- d. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
- e. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.
- f. Monitored by Assistant Principal through the review of teacher schedules of student rotations, usage/ progress reports, and data analysis.

Person

Responsible

Dunier Valbrun (dunier.valbrun@palmbeachschools.org)

Adaptive Technology (iReady & Penda Learning):

- a. Provide teachers with professional development to ensure appropriate use of adaptive technology.
- b. Teachers will develop a rotational schedule to ensure all students have access to technology.
- c. Teachers will engage students in small group instruction based on adaptive technology results.

Person

Responsible

Andrea Walker (andrea.walker@palmbeachschools.org)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

FY22 FSA data shows that one subgroup fell below 41% Federal Index at 38%. If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence and Growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. The results of our proficiency in ELA, Math, and Science on FY22 FSA did not show much growth from the FY21 FSA.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student Learning Outcomes

By February 2023, we will increase the overall percentage of students scoring proficient on the FAST Progress Monitoring 2 assessment by 5% in both ELA & Math in multiple subgroups. We will also decrease the number of students scoring level 1 and "Urgent Interventions" by 25% in multiple subgroups.

By May 2023, Lincoln Elementary will increase we will increase the overall percentage of students scoring proficient on the FAST Progress Monitoring 3 assessment by 5% in both ELA & Math in multiple subgroups. We will also decrease the number of students scoring level 1 and "Urgent Interventions" by 25% in multiple subgroups.

Teacher Practice Outcomes

By February of 2023, 50% of our teachers will be effectively utilize the Gradual Release Model of instruction.

By May 2023, 90% of our teachers will be effectively utilize the Gradual Release Model of instruction.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

At Lincoln Elementary we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/ portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology.

The monitoring will be supported by key members of our leadership team including: Assistant Principal, SSCC, and PLC Facilitator.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. FSA tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. Math teachers will incorporate the use of technology-based programs including Math Nation and IXL. Language Arts teachers will use Study Island, Reading Plus, novel study, and writing strategies to enhance students' ability to integrate knowledge.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

1. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USAs and FSQs have proven successful in preparing students for the FSA.
2. Students who participate in the FSA tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. Both IXL and Math Nation have aided in significantly increasing student achievement when the programs used with fidelity. The Reading Plus program, Study Island, and the incorporation of writing strategies such as CLS are effective tools that enable teachers to differentiate instruction based on a student's specific area of need.
4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Incorporate Small group instruction:
 - a. Students will be assessed using USAs and FSQs in both Math and Language Arts. Teacher will utilize differentiated instruction strategies and small group instruction in all ELA and Math courses.
 - b. Teachers will analyze student data to determine strengths and weaknesses in content area.
 - c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, whites).
 - d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
 - e. Teachers develop ongoing formative assessments to track student learning and adjust instruction.
 - f. Monitoring will occur through the review of lesson plans, conducting teacher data chats, and review of teacher schedules.

Person Responsible

Alicia Porter (alicia.porter.1@palmbeachschools.org)

Tutorials:

- a. Analyze student data to determine students for tutorial groups and the support necessary.
- b. Choose research-based supplemental materials and resources to during tutorials.
- c. Analyze teacher classroom data to determine who will be tutors.
- d. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
- e. Students will be selected and grouped for pullout tutorials, afterschool and Saturday success academies based on the results from FY22 FSA/EOCs, FSQs, USAs and Winter Diagnostics; and ESSA identified subgroups: White.
- f. Monitored by Assistant Principal through the review of data, lesson plans, and conducting observational walks.

Person Responsible

Andrea Walker (andrea.walker@palmbeachschools.org)

Adaptive Technology (iReady & Penda Learning):

- a. Provide teachers with professional development to ensure appropriate use of adaptive technology.
- b. Teachers will develop a rotational schedule to ensure all students have access to technology.
- c. Teachers will engage students in small group instruction based on adaptive technology results.

Person

Responsible

Alicia Porter (alicia.porter.1@palmbeachschools.org)

PLC's/Professional Development:

- a. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
- b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
- c. Two Instructional coaches and resource teacher will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
- d. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
- e. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.
- f. Monitored by Assistant Principal through the review of teacher schedules of student rotations, usage/ progress reports, and data analysis

Person

Responsible

Dunier Valbrun (dunier.valbrun@palmbeachschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

If we focus on Standards-based instruction to increase overall K-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding

and provide corrective feedback aligned to the benchmark and intended learning. According to the data our students are not entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY21 Spring Diagnostic data, 29% of our incoming third grade students are reading at an on-grade level data. Renaissance reports from FY23 PM1 assessment also shows that our overall primary grades proficiency is low.

Kindergarten- 20% Proficient
First Grade- 29% Proficient
Second Grade- 22% Proficient

iReady reports also gives us data to support a lack of proficiency in foundational skills
Phonological awareness- 27% Proficient
Phonics- 10% Proficient
High-Frequency Words- 20% Proficient
Vocabulary- 16% Proficient

Due to a lack of foundational skills, K-2 students over all reading comprehension proficiency is 11%. For literature text 15% it is and 13% for nonfiction text.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will

increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence Growth. Our instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

Cambium reports from FY23 PM1 assessment shows that our overall intermediate grades proficiency is low.

3rd Grade - 5%
4th Grade - 6%
5th Grade - 13%

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

The measurable outcomes for 2023 are:

February 2023

Kindergarten- 30% Proficient on Renaissance
First Grade- 39% Proficient on Renaissance
Second Grade- 32% Proficient on Renaissance
iReady Phonological awareness- 37% Proficient
iReady Phonics- 25% Proficient

iReady High-Frequency Words- 30% Proficient
iReady Vocabulary- 26% Proficient
iReady Overall Comprehension - 21% Proficient

May 2023

Kindergarten- 40% Proficient on Renaissance
First Grade- 49% Proficient on Renaissance
Second Grade- 42% Proficient on Renaissance
iReady Phonological awareness- 42% Proficient
iReady Phonics- 40% Proficient
iReady High-Frequency Words- 35% Proficient
iReady Vocabulary- 31% Proficient
iReady Overall Comprehension - 31% Proficient

Grades 3-5: Measureable Outcome(s)

Based on FAST PM2 - February 2023

3rd 20% Proficient
4th 16% Proficient
5th 23% Proficient

Based on FAST PM3 May 2023

3rd 35% Proficient
4th 31% Proficient
5th 38% Proficient

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.

Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and growth monitoring checks, Reading running records, and end of unit assessments from the Benchmark Series.

We will also use grade level FSQ and USA to track growth within standards. We will also review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology programs

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Porter, Alicia, alicia.porter.1@palmbeachschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1. Small group instruction: Teachers and well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings.
2. Professional Development: Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers. collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.
4. Reading Recovery: Teacher will successfully complete a year long graduate level course and implement lessons with identified 1st grade students.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

1. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the students; need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards.
2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD.
3. PLCs allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies.
4. Reading Recovery has been evaluated in four qualifying studies. In comparison to control groups, the average effect size across the four studies was +0.43 on measures. These outcomes qualify Reading Recovery for the ESSA "Strong" category.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Develop Literacy Leadership Schools must have a Literacy Leadership Team, consisting, in part, of a School administrator, Reading coach (SSCC), Media specialist, Lead teacher</p> <p>Develop a plan to monitor the implementation; ensure compliance with the reading plan</p> <p>Walkthroughs to weekly monitor and support reading instruction & intervention (Look Fors, CAO updates)</p> <p>School Leaders have a process to identify areas of strengths and next steps (Utilizing data, Analyzing Data)</p>	<p>Porter, Alicia, alicia.porter.1@palmbeachschools.org</p>
<p>Assessment:</p> <ol style="list-style-type: none"> 1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/Literacy Coaching) <ol style="list-style-type: none"> a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQs in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment). b. Teachers will analyze student data to determine strengths and weaknesses in content area. c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. e. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning; adjust instruction continuously 	<p>Walker, Andrea, andrea.walker@palmbeachschools.org</p>
<p>Interventions (Assessment / Professional Learning)</p> <ol style="list-style-type: none"> 1. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success. 2. Use K-5 Reading intervention with guidelines for schools to determine students' needs 	<p>Porter, Alicia, alicia.porter.1@palmbeachschools.org</p>
<p>Professional Development</p> <ol style="list-style-type: none"> 1. School admin and Literacy Leadership Teams attend training on the operational plan for collection and regular review of progress monitoring data to evaluate the effectiveness of instruction in Core (Tier 1) and to monitor progress of students receiving Supplemental (Tier 2) and Intensive (Tier 3) interventions. 2. School leaders share the plan with staff in faculty meetings and PLCs. 3. The principal monitors the implementation through walkthroughs, instructional rounds, PLCs, etc. to ensure the plan is implemented effectively. 4. SSCC will create an ongoing PD session that consist of mandatory and voluntary sessions that teachers will attend. 5. SSCC & district staff will provide ongoing modeling, pre and post conferences, and in class room support ongoing observations from principal and assistant principal with feedback will be provided to teachers. 	<p>Porter, Alicia, alicia.porter.1@palmbeachschools.org</p>
<p>PLC's: (Professional Learning)</p> <ol style="list-style-type: none"> a. Development of a PLC schedule to include all content area teachers and 	<p>Valbrun, Dunier, dunier.valbrun@palmbeachschools.org</p>

Action Step**Person Responsible for Monitoring**

resource teachers.

b. The PLCs sessions will focus on data analysis and effective instruction based on the needs

c. Instructional coaches will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.

d. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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, with school board 2.09 and Florida State statute 1003.42 our school

highlights multicultural diversity within the curriculum and the arts.

Our PBIS universal school guidelines and the matrix are evident through specific practices and students will be

responsible to abide by the guides to be Safe, On Task, Attitude Positive, and Respectful students. 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 the climate in a variety of ways. We continue to maintain a single school culture through PBIS monthly 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 by 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, #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 by local referendum dollars. All schools in Palm Beach County have an 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. Lincoln Elementary School adopts and promotes a Single School Culture for Academics and Behavior by implementing our Universal Guidelines for Success, Grade Level Assemblies, SwPBS, Family Curriculum and Education Nights, Family Workshops, and SAC meetings. The effectiveness of these efforts on student achievement and student discipline are monitored using data from Performance Matters and the Educational Data Warehouse. 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 the 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 counselors, 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 conduct weekly home visits with the assistance of the guidance counselor and School Behavioral Health Professional to address excessive absences. School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success students certificates 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 school culture and environment.

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 Counselor: 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 counselor ensures 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 opportunities 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 with 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 teach 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, is 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 are introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, and 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 are 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.