

Polk County Public Schools

Lincoln Avenue Academy



2022-23 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: 7/1/2021

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	58%
2021-22 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	2021-22: A (79%) 2018-19: A (87%) 2017-18: A (76%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the 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

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School KG-5</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>58%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>56%</p>

School Grades History

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

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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

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
Kirby, Antionette	Principal	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 the 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.
Willis, Kacy	Assistant Principal	Provides support to the school's principal. Works with teachers to ensure the implementation of high yield strategies. Ensure a safe and secure learning environment. Monitors and develops plans to address early warning system.
Lokey, Diana	Teacher, K-12	Ensures 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. Ensures units are implemented to meet PYP requirements.
Blackwell, Marti	Instructional Coach	
Spickard, Ann	Instructional Technology	
Ebbolle, Jenna	Instructional Coach	Provide support to teachers on high yield strategies.

Demographic Information

Principal start date

Thursday 7/1/2021, Antoinette K IR By

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.*

4

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

39

Total number of students enrolled at the school

536

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

4

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

2

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	79	87	94	83	83	85	0	0	0	0	0	0	0	511
Attendance below 90 percent	10	12	8	9	9	7	0	0	0	0	0	0	0	55
One or more suspensions	2	2	2	1	2	6	0	0	0	0	0	0	0	15
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 2022 statewide FSA ELA assessment	0	0	0	0	2	2	0	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	4	9	0	0	0	0	0	0	0	15
Number of students with a substantial reading deficiency	9	11	16	0	0	2	0	0	0	0	0	0	0	38

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	2	1	0	0	2	6	0	0	0	0	0	0	0	11

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

Date this data was collected or last updated

Tuesday 7/12/2022

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	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	0
Course failure in Math	0	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	0
Level 1 on 2019 statewide FSA Math assessment	0	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

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
Students retained two or more times	0	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	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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	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	86%	47%	56%				90%	51%	57%
ELA Learning Gains	76%						72%	51%	58%
ELA Lowest 25th Percentile	64%						76%	49%	53%
Math Achievement	83%	42%	50%				93%	57%	63%
Math Learning Gains	84%						90%	56%	62%
Math Lowest 25th Percentile	73%						90%	47%	51%
Science Achievement	89%	49%	59%				95%	47%	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	91%	52%	39%	58%	33%
Cohort Comparison		0%				
04	2022					
	2019	91%	48%	43%	58%	33%
Cohort Comparison		-91%				
05	2022					
	2019	87%	47%	40%	56%	31%
Cohort Comparison		-91%				

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	93%	56%	37%	62%	31%
Cohort Comparison		0%				
04	2022					
	2019	93%	56%	37%	64%	29%
Cohort Comparison		-93%				
05	2022					
	2019	94%	51%	43%	60%	34%
Cohort Comparison		-93%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	95%	45%	50%	53%	42%
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
ELL	70			60							
ASN	95	93		100	86						
BLK	68	58	46	71	80	71	78				
HSP	92	75		81	90						
MUL	100	91		100	82						
WHT	92	81	82	86	85	73	95				
FRL	69	63	40	67	78	70	67				
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				
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				

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)	N/A
OVERALL Federal Index – All Students	79
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	555
Total Components for the Federal Index	7
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	65
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	94
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	67
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	85
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	93
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	85
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
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?

Students in Grades K-2 showed growth in percent of proficiency from Fall to Spring according to 21-22 STAR Early Literacy assessment results. A trend within that data was the percent proficiency increased from grades K through two. Among subgroups including economically disadvantaged students and students with disabilities, a gradual increase was indicated in proficiency on the spring assessment, with increases amongst those groups from grades Kindergarten to second. According to STAR reading 21-21 results, grades three through five all indicated growth in percent proficient from fall to spring assessments. In reflection of the EWS data, the total number of suspension totals for the 21-22 School year decreased from the previous year.

Based on ELA state assessment data for 2021-2022, proficiency increased 1%, learning gains increased 21%, and learning gains for the bottom 25% increased 2%. For math, proficiency increased 7%, learning gains increased 27%, and learning gains for the bottom 25% increased 35%. Science proficiency increased 4%. Lincoln's school grade increased 6 percentage points. The achievement gap in ELA narrowed by 5 percentage points between Black and White students. In math, the achievement gap narrowed by 25 percentage points between Black and White students. In science the achievement gap narrowed by 23 percentage points.

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

Data indicates that though there were improvements in learning gains in both ELA and math, as a school, Lincoln needs to provide additional support to the bottom 25%. According to 21-22 progress monitoring results and 2022 state assessments, the data components that demonstrate the greatest need for improvement are ELA learning gains at 76% and bottom 25% learning gains at 64%, specifically Black students at 58% and economically disadvantaged students at 63% in learning gains.

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 include a need for strategies to address students in need of remediation, phonics infused instruction, and increased implementation of science of reading.

New actions that need to be taken to address this need for improvement include specific training on ELA standards and best practices for instruction, diversity professional development to help engage and empower students within the Economically Disadvantaged and Black 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 2022 state assessments, showed the most improvement?

The data component that showed the most improvement, based on progress monitoring and 2022 state assessments, was the increase in learning gains in math, especially among the lowest 25th percentile rank of students. This increase was from 38% learning gains in the 20-21 school year to 73% learning gains in 21-22 school year. According to progress monitoring from the 21-22 school year, intermediate grades showed the most improvement in math with overall increases in math proficiency in grades three through five from fall to spring progress monitoring assessments. ELA learning gains increased from 55% in the 20-21 school year to 76% in the 21-22 school year.

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, Voyager, to progress monitor their ELA and Reflex for math needs throughout the school year. Additionally, teachers in grades 3 through 5 collaborated with school reading and math coaches to prioritize standards and develop a scope and sequence of 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-based 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.

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: The state of Florida made a shift in 2021-2022 to the BEST standards for primary grades. Starting in 2022-2023, students statewide will be assessed based on the BEST standards. It is imperative that educators understand each of the standards and the progression of the benchmarks. Standards-based instruction will ensure that students will receive an equivalent experience. The BEST standards encourage a broader view of literacy that promotes knowledge-building across varied domains and subjects, making the integration of content and collaboration among teachers much easier to achieve.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
 Lincoln Avenue Academy will increase overall proficiency by a minimum of 1% based on 2021-2022 FSA scores.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.
 Progress monitoring tools, classroom observations, and learning arc artifacts will be used to monitor for the desired outcome.

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.
 Strategy 1: Collaborative Planning with a infusion of IB trainings
 Strategy 2: Implementation of the Standards Based Tracking Tool for Monitoring
 Strategy 3: Learning Arc Implementation

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
 Strategy 1: Positive effects will improve their quality as professionals and as Hattie (2003) suggests, teacher quality alone accounts for 30% of the variance in student performance. The communities that will be formed by working collaboratively will enhance teacher effectiveness and expertise (Hattie, 2015).
 Strategy 2: The implementation of the Standards Based Tracking Tool will ensure that student work provides students with an equivalent experience of what is expected on standardized assessment. Additionally, it will ensure the work provided to students is on grade level.

Describe the resources/ criteria used for selecting this strategy.

Strategy 3: Implementing the Learning Arc will ensure that teachers understand the full extent of the standards so that they can better instruct students.

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.

Develop a timeline for weekly PLCs as well as staff development opportunities throughout the year based on current data to ensure data driven instruction based on the BEST standards. Ensure learning arc is implemented during collaborative planning.

Person Responsible Marti Blackwell (marti.blackwell@polk-fl.net)

Implement TIBS (Transdisciplinary International Baccalaureate Studies) during collaborative planning and collect evidence of student samples to show evidence of strategy implementation.

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

Engage in daily walkthroughs utilizing the district created Standards Based Tracking Tool and provide feedback.

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

#2. Positive Culture and Environment specifically relating to Engaging Students

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

Creating a positive culture with authentic student engagement is a critical element for a successful school environment. The data showed a historic trend of increasing office behavior incidents, therefore a present need is to reduce the number of office interventions and discipline incidents and increase the amount of positive behavior reinforcement. If the majority of students are authentically engaged and a positive school culture is pervasive throughout campus then negative behavior will be reduced helping us to achieve our objective for the 2022- 2023 school year.

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

By the end of the 2022-2023 school year, the amount of student discipline incident referrals will be reduced by fifteen percent as compared to last year's number of discipline incidents.

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

The Student Discipline Report will be analyzed monthly as a leadership team and the data will be shared with teachers. At monthly MTSS meetings with grade level teams will gather supporting data of students not responding to Tier I practices, to develop a focused small group-oriented response to situations where problem behavior is likely. Additionally, a student not responding to Tier 2 behavior supports is referred to Lincoln's school-based PBIS Leadership Team for individualized Tier 3 behavior support.

Person responsible for monitoring outcome:

Kacy Willis (kacy.willis@polk-fl.net)

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

Increased student engagement will be implemented to achieve our desired outcome. A multi-disciplinary approach will be utilized to ensure students are active participates in their education. Additionally, a positive behavior intervention support system will be implemented with fidelity to ensure our area of focus is ascertained. Research shows increased level of student engagement and motivation will positively impact overall school culture and climate.

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

Research based evidence was used when selecting the strategy of increased student engagement within a positive school environment. According to Bradshaw's "Implementation of School-Wide Positive Behavioral Interventions and Supports in Elementary Schools," research shows the benefits of how adhering to a PBIS framework relates to increasing student engagement. When our students are engaged and positive behavior is celebrated, our desired outcomes will be achieved.

criteria used for selecting this strategy.

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.

Monthly MTSS meetings with academic and behavior analysis.

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

Monthly discipline data analysis with all staff.

Person Responsible Kacy Willis (kacy.willis@polk-fl.net)

Weekly behavior reflection at grade level PLC. Teachers will analyze behavior data using the Class Dojo behavior tracking system.

Person Responsible Marti Blackwell (marti.blackwell@polk-fl.net)

Monthly PBIS celebrations to reinforce desired behaviors and positively impact school culture.

Person Responsible Kacy Willis (kacy.willis@polk-fl.net)

Monthly classroom observations walkthroughs as a leadership team to monitor student engagement.

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

#3. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

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.

No action steps were entered for this area of focus

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

NA

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

NA

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)

NA

Grades 3-5: Measureable Outcome(s)

NA

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.

NA

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

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?

NA

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?

NA

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
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NA

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.

- 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 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, 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 school culture and environment.

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.