

Escambia County School District

# Lincoln Park Elementary School



2022-23 Schoolwide Improvement Plan

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# Lincoln Park Elementary School

7600 KERSHAW ST, Pensacola, FL 32534

[www.escambiaschools.org](http://www.escambiaschools.org)

## Demographics

**Principal: Jobenna Lawson Sellers M**

Start Date for this Principal: 9/21/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2021-22: B (54%) 2018-19: C (44%) 2017-18: C (44%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Escambia 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](http://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 Park Elementary School

7600 KERSHAW ST, Pensacola, FL 32534

[www.escambiaschools.org](http://www.escambiaschools.org)

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2021-22 Title I School</b></p> <p>Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>91%</p>

## School Grades History

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

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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.**

The mission of Lincoln Park Elementary School is to motivate students to become productive and proficient while enjoying a fun learning environment. The mission will be accomplished through a challenging and creative curriculum, a competent, committed and caring staff that engages in multiple professional learning and staff development opportunities, teacher data chats with administrators, student data chats, teachers supporting teachers while supporting a positive and safe student learning environment.

#### **Provide the school's vision statement.**

The Lincoln Park Elementary School team partners and collaborates with the district, parents and the greater community to create an atmosphere where all students will want to come to school and enjoy a fun learning environment while increasing their wealth of knowledge that leads to student competency in all academic areas.

### 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
Lawson-Sellers, Jobenna	Principal	Oversight and supervision of all school operations. Develop and monitor school-wide goals and data to ensure student achievement and improvement. Monitor teaching, learning, and student progress. Collaborate with stakeholders to make decisions that support student learning and development.
Moody, Dr. Patrice	Assistant Principal	Assist with school operations and supervision. Assist with data analysis and the monitoring of student progress. Oversee discipline, safety, and other duties as assigned.
Lee, Rosilyn	School Counselor	Provide social and emotional support to students. Conduct child studies, monitor attendance, Oversee RTI/MTSS process. Coordinate the testing of students. Provides oversight of 504 plans, threat assessments, and referrals outside counseling.
Hobbs, Laura	Instructional Media	Oversee Accelerated Reader and other reading initiatives. Keep administration abreast of AR data and book needs within school. Oversee the ordering of books for media center and Justification process for teachers and approval of media.
Phillips, Ashley	Teacher, K-12	Provides mentorship for new teachers. Leads Professional Learning Communities. Responsible for the teaching and learning of classroom teachers.
Richardson, Jamila	Teacher, K-12	Provides mentorship to new teachers. Leads Professional Learning Communities. Responsible for the teaching and learning of classroom teachers.
Lambert, Chresal	Teacher, ESE	Provides mentorship for new teachers. Leads Professional Learning Communities. Responsible for the teaching and learning of classroom teachers.
Lambert, Tourischeva	Other	Oversees the RTI/MTSS process for students. Assists teachers with progress monitoring plans and determining appropriate interventions and completes necessary paperwork for compliance.

## Demographic Information

### Principal start date

Wednesday 9/21/2022, Jobenna Lawson Sellers M

**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.*

6

**Total number of teacher positions allocated to the school**

23

**Total number of students enrolled at the school**

225

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

10

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

6

**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	25	41	33	49	31	39	0	0	0	0	0	0	0	218
Attendance below 90 percent	2	24	11	20	12	16	0	0	0	0	0	0	0	85
One or more suspensions	0	0	1	4	2	2	0	0	0	0	0	0	0	9
Course failure in ELA	0	3	4	2	0	1	0	0	0	0	0	0	0	10
Course failure in Math	0	0	1	11	6	4	0	0	0	0	0	0	0	22
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	13	4	10	0	0	0	0	0	0	0	27
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	9	12	0	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	2	18	10	16	8	11	0	0	0	0	0	0	0	65

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	0	3	3	14	6	10	0	0	0	0	0	0	0	36

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	4	0	13	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	1	4	2	3	0	0	0	0	0	0	0	10

**Date this data was collected or last updated**

Wednesday 9/21/2022

**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	42	38	41	43	42	29	0	0	0	0	0	0	0	235
Attendance below 90 percent	10	19	18	20	17	14	0	0	0	0	0	0	0	98
One or more suspensions	0	0	2	10	3	5	0	0	0	0	0	0	0	20
Course failure in ELA	0	4	7	3	3	10	0	0	0	0	0	0	0	27
Course failure in Math	0	2	2	5	2	10	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	9	12	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	13	16	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	1	22	18	21	20	20	0	0	0	0	0	0	0	102

**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	3	7	7	4	10	0	0	0	0	0	0	0	31

**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	5	7	3	4	1	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	1	2	2	3	2	0	0	0	0	0	0	0	10

**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	42	38	41	43	42	29	0	0	0	0	0	0	0	235
Attendance below 90 percent	10	19	18	20	17	14	0	0	0	0	0	0	0	98
One or more suspensions	0	0	2	10	3	5	0	0	0	0	0	0	0	20
Course failure in ELA	0	4	7	3	3	10	0	0	0	0	0	0	0	27
Course failure in Math	0	2	2	5	2	10	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	9	12	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	13	16	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	1	22	18	21	20	20	0	0	0	0	0	0	0	102

**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	3	7	7	4	10	0	0	0	0	0	0	0	31

**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	5	7	3	4	1	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	1	2	2	3	2	0	0	0	0	0	0	0	10

**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	44%	51%	56%				41%	53%	57%
ELA Learning Gains	59%						44%	55%	58%
ELA Lowest 25th Percentile	54%						25%	52%	53%
Math Achievement	39%	46%	50%				43%	57%	63%
Math Learning Gains	52%						52%	60%	62%
Math Lowest 25th Percentile	77%						67%	52%	51%
Science Achievement	50%	52%	59%				34%	54%	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	43%	56%	-13%	58%	-15%
Cohort Comparison		0%				
04	2022					
	2019	33%	52%	-19%	58%	-25%
Cohort Comparison		-43%				
05	2022					
	2019	35%	51%	-16%	56%	-21%
Cohort Comparison		-33%				

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	47%	55%	-8%	62%	-15%
Cohort Comparison		0%				
04	2022					
	2019	38%	58%	-20%	64%	-26%
Cohort Comparison		-47%				
05	2022					
	2019	30%	55%	-25%	60%	-30%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	33%	55%	-22%	53%	-20%
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	27	60		19	45						
BLK	37	61	54	36	52	80	39				
WHT	64			50							
FRL	42	58	50	38	52	75	43				
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	17			28							
BLK	28	29		33	32	10	34				
WHT				60							
FRL	30	23		33	26	10	28				
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	8	22	25	13	37	60					
BLK	38	42	27	38	51	67	34				
FRL	38	42	27	40	51	71	37				

**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	54
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	
Total Points Earned for the Federal Index	375
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	51
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	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	57
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	51
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?

In the area of ELA, overall student achievement in proficiency increased by 9%. Both 4th (current 5th graders-56%) and 5th grades (63%) were above 50% proficiency level. Third grade (Now 4th graders) was below 50% at 33.9%.

In the area of Math, overall student achievement in proficiency increased by 4%. Fourth grade data (now 5th graders) is the only group who had above 50% (51.5) proficiency. Third grade (now 4th graders) was the lowest with 29%.

All subgroups showed improvement in ELA. However, in math students with disabilities declined by 9%.

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

The area of greatest need is in ELA and Math for students with disabilities. The data components demonstrating the greatest need based off progress monitoring and 2022 assessments are students with disabilities in all subject areas.

#### 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 the lack of early interventions. Students tend to start Kindergarten behind their same aged peers in more affluent communities. In addition, there is a transient population as students change schools often and come in without being in school for extended periods of time. There is also a high percentage of tardy students. Students can miss up to 1-2 hours of school on a daily basis. So although marked present for the day; there remains a significant amount of instruction being missed. The new actions being put in place is a focus on parental involvement to raise the awareness of the importance of school attendance, timeliness, and building capacity of parents. This is being completed by strategically increasing the number of parent trainings/events to make school a priority for families and build the school community. In addition, the school will continue to provide staff development and incorporate professional learning communities based on teacher input, progress monitoring data, and feedback from administrative classroom walk throughs.

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

The data components, based off 2022 state assessments, that showed the most improvements were math learning gains of the lowest 25% and English language arts learning gains, respectively. Our math learning gains of the lowest 25% increased from 10% to 77%. We yield a 67% point increase with this

component. Likewise, our English language arts learning gains grew 33% points, as our students increased from 26% to 59%.

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

The contributing factors were the retention of dedicated teachers by the former administration, progress monitoring, teaching, reteaching, direct instruction, small group instruction, parental involvement, and data-based decisions.

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

Monthly administrator data chats with district.

Monthly teacher data chats with school administration.

Monitoring data to determine to progress

- Grades 3-5 FAST PM
- Grades K-2 STAR Early Literacy/Reading
- K- ESGI
- Iready usage
- Schoolnet Unit Assessments

Daily small group instruction in both ELA and Math

Various teaching modalities (Whole group, small group) to address the varying performance levels of students and to remediate previously learned material.

Use of manipulatives and other forms of hands on learning for math and science

Hands on activities for science at all grade levels

Teachers utilizing explicit instruction and questioning. Use of wait time for student responses to give processing time and encourage student participation.

Use of Iready, Reflex, and Frac as Math centers

Schoolwide use of Thinking Maps

Promote parental involvement with an increase of 2 activities per semester at various times (day and evening) to accommodate multiple family schedules using Title One Funds

**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.**

HMH Foundations of Reading

Training on E3 Rubric.

RTI/MTSS Training For Teachers

Effective Small Group Instruction- Using data to create groupings

Thinking Maps Training

District ELA and Math Coaching (for teachers with identified needs based on classroom walkthroughs)

Teacher Walkthroughs- teachers go to colleagues classes to give feedback and observe great instruction for support and growth of teachersDisaggregating Data to Make Instructional Decisions

Onsite IReady Professional Development

Faculty Book Study- Whose Doing The Work using Title One Funds

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

Strategic use of Title One Funds- Increase Library Collection and Classroom Collection of Books

Increase opportunity for students to participate and engage in learning through student talks and

collaborative learning.

School wide motivational strategies to encourage student growth.

Use of Accelerated Reader, MyOn, and Silent Sustained Reading during reading rotations

Increase use of concrete manipulatives for students

ESE Support Facilitation Inclusion Model- Will allow both ESE and struggling students to benefit from additional and remedial instruction.

Implementation of School Positive Behavior Program to decrease problem behaviors to increase an orderly learning environment.

### **Areas of Focus**

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

:



**#1. ESSA Subgroup specifically relating to Students with Disabilities**

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

The data for students in two of the subgroups (students with disabilities) have shown a decline in math performance and overall has not reached 41% proficiency for ELA or Math. Students with disabilities were at 27% proficiency for ELA and 19% for Math. Students with disabilities also trailed in learning gains. As a result, our students with disabilities have the greatest struggle in all content areas because they have lower reading skills that negatively impacts their academic success.

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

Students with disabilities will increase their federal index by 3 percentage points going from a federal index of 38% for 2022 to 41% federal index on the 2023 FSA/FAST.

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

Monthly Teacher Data Meetings to Review School data (iReady Data , Unit Assessments, FAST Data or STAR Data)  
 Weekly Classroom Walkthroughs

**Person responsible for monitoring outcome:**

Jobenna Lawson-Sellers (jlawson-sellers@ecsdf1.us)

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

HMH Reading Tabletop Mini Lessons  
 iReady Teacher Assigned Lessons and Tools For Instruction  
 Phonics Chip Kit  
 Phonics Chip Kit Lessons by 95% Group  
 Sonday Systems  
 Provided Explicit Vocabulary Instruction in all content areas.

**Rationale for Evidence-**

All of the strategies are state and district proven to move students in their academic achievement and show promising and strong evidence. In review of our 2022 FSA data,

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

students lacked the basic skills and therefore need intensive and explicit instruction. What Works Clearinghouse, Foundational Skills to Support Reading for Understanding in K-3rd, recommends teaching students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (promising evidence) and the need to develop awareness of the segments of sound in speech and how they link to letters (strong evidence). Recommended through the following strategies:

Phonological Awareness Lessons by 95% Group

Phonics Chip Kit Lessons by 95% Group

Sonday Systems 1

Also, Teach students to decode words, analyze word parts, and write and recognize words (strong evidence)

Phonics Chip Kit Lessons by 95% Group

Sonday Systems 1.

In analyzing the 2022 FSA data vocabulary acquisition appears to be a hindrance to reading comprehension. According to Improving Adolescent Literacy: Effective Classroom Intervention Practices found on What Works Clearinghouse, explicit vocabulary instruction proved to have a strong positive effect size on student performance.

The collaborative planning and teaching is selected to provide students an opportunity to succeed while receiving instruction from ore than one teacher. In addition, students will know that the entire school staff is invested in their success and learning.

### 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. Training for ESE teachers on Sonday System - evidence based strategies.
2. Collection of initial IReady and FAST or STAR data to use for data analysis to determine if student is making progress and ongoing Monitoring of data.
3. Monthly Data Chats and Goal Setting
5. Standards based instruction and use of ESE intervention for reteaching and remediation monitored through classroom daily walk throughs by administration.
6. Monitoring of curriculum based assessments (Schoolnet Unit Assessments)

**Person Responsible**

Jobenna Lawson-Sellers (jlawson-sellers@ecsdfl.us)

**#2. ESSA Subgroup specifically relating to Students with Disabilities**

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

In reviewing our 2022 Math FSA ESSA assessment data, the only sub group that fell below 41% proficiency was our students with disabilities. Our data further revealed that 20% of our students with disabilities were proficiency in Math.

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

Our ESSA sub group, students with disabilities, will increase their 2022 FSA Math proficiency federal index by 21 percentage points, going from a federal index of 20% to a federal index of 41% on the 2023 Math FAST PM3.

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

Data from STAR360, i-Ready, Schoolnet, and core math unit assessments will be analyzed and reviewed. In addition, there will be daily classroom walkthroughs to monitor curriculum implementation, planning, instructional presentation, and classroom common board configuration.

**Person responsible for monitoring outcome:**

Dr. Patrice Moody (pmoody@ecsdfi.us)

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

1. Utilizing our district-wide curriculum.
2. Utilizing Math Frameworks and Math Year-at-a-Glance.
3. Expose students to multiple problem-solving strategies.
4. Teach students how to use visual representations.
5. Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.
6. According to 10 Key Mathematics Practices for All Elementary Schools: Students are expected to use hands-on materials and visual representations to show concepts and procedures.
7. General education classroom teachers and ESE inclusion teachers will work cooperatively on creating lesson plans, sharing strategies, and instructional implementation.

**Rationale for Evidence-**

In analyzing our 2022 FSA Math and the current 2022-2023 FAST progress monitoring data, our students with disabilities appear to be displaying deficiencies with problem-

based

**Strategy:**

**Explain the rationale for selecting this specific strategy.**

**Describe the resources/ criteria used for selecting this strategy.**

solving process and lacking skills with the use of visual representation. According to improving Mathematical Problem Solving, found on What Works Clearinghouse, monitoring and reflecting on the problem solving process, the use of visual representation to solve problems, and internalizing algebraic notation have proven to have a strong positive effect size on student performance. Thus, based upon the needs of our students, our teachers will be implementing these evidence-based strategies.

**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. Teachers provide opportunities for students to utilize mathematical language within content-reading, writing, listening, and speaking on a daily basis
2. Teachers provide opportunities for student discourse around standard-aligned tasks on a daily basis based on their Common Board Configuration
3. Teachers provide students opportunities to solve math problems using a variety of strategies on a daily basis
4. Teachers provide opportunities for students to utilize visual and concrete models to represent mathematical thinking and justify the mathematical solution identified by the appropriateness of the rigor of the standard

**Person**

**Responsible**

Dr. Patrice Moody (pmoody@ecsdf.us)

**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**

The following data was used to determine the critical need:

Kindergarten ELA proficiency rate was 33% on the Spring 2022 STAR Early Literacy Assessment.

First grade ELA proficiency rate was 24% on the Spring 2022 STAR Early Literacy Assessment.

Second grade ELA proficiency rate was 29% on the Spring 2022 STAR Reading Assessment.

Students who score at the 53rd percentile on STAR Early Literacy or STAR Reading are considered proficient. The number of students who were not considered proficient at the end of 2021-2022 indicates a need to 1) improve core instruction and 2) identify student deficiencies and provide interventions immediately in order to close achievement gaps.

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

The following data was used to determine the critical need:

Third grade ELA proficiency rate was 35% on the 2022 FSA.

Fourth grade ELA proficiency rate was 50% on the 2022 FSA.

Fifth grade ELA proficiency rate was 50% on the 2022 FSA.

Achievement in ELA for grades 3rd - 5th has (not) reached 41% proficiency in all subgroups:

Students with Disabilities (29%)

### **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)**

ELA proficiency as determined by those scoring at or above the 53rd percentile on STAR Early Literacy or STAR Reading 2022 will increase from 33% in K, 24% in 1st grade, and 29% in 2nd grade on STAR AP4 to 50% on FAST-STAR PM3.

### **Grades 3-5: Measureable Outcome(s)**

ELA proficiency will increase from 35% in 3rd grade, 50% in 4th grade, and 50 % in 5th grade on the 2022 FSA to 50% or higher in each grade on the 2023 FAST.

The ELA Proficiency for all identified ESSA subgroups will increase to 50% or higher on new 2023 FAST Progress Monitoring assessments by 23-24.

### **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.

To monitor for desired outcomes, we will collect data, analyze, and track the percent of students scoring satisfactorily each quarter. We will identify students in need of intervention according to the intervention decision tree.

- a. Kindergarten: STAR Early Literacy results and percent of students earning satisfactory performance on the standards-based grading rubric.
  - b. First grade: STAR Early Literacy/Reading results and track the percent of students meeting benchmark on the first grade quarterly decoding probe per classroom.
  - c. Second grade: STAR Reading results and track the percent of students whose fluency rate is average per the time of year on the Hasbrouck and Tindal fluency norms chart.
  - d. Grades 3-5: analyze results by classroom of district module assessments.
2. Administration will conduct weekly classroom walkthroughs to observe delivery of Pre-K to Grade 5 literacy instruction and suggest improvements through the use of the Literacy Practice Profile tool.

#### **Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Moody, Dr. Patrice, pmoody@ecsdfl.us

#### **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?

Lincoln Park uses HMH Into Reading 2022 for its Comprehensive Core Reading/Language Arts Program (CCRP)

The district's K-12 Comprehensive Evidence-based Reading Plan outlines in detail how the various components Into Reading meets Florida's definition of evidence-based. The district ELA Department mapped B.E.S.T. and created curriculum frameworks to ensure that Tier I instruction is standards-aligned. In order to ensure the measurable outcomes are reached in K-5, our school will 1) focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 CERP and 2) provide intensive, systematic instruction on foundational reading skills according to the K-12 CERP Intervention Decision Trees.

Tier 1 instruction is monitored by the school's administration team through weekly classroom walkthroughs and by being present during collaborative lesson planning. Teachers and Rtl teams monitor the effectiveness of interventions with individual students by collecting data and tracking student progress.

**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?

The use of Houghton Mifflin Into Reading 2022 as a Comprehensive Core Language Arts/Reading Program is supported by recommended practices in the The Institute of Education Sciences Practice Guides as described in the K-12 CERP. The core curriculum includes accommodations for students with a disability, and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning.

A focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) with this comprehensive curriculum will increase the proficiency of our students in K-5.

Furthermore, following the Institute of Education Sciences recommendations (strong evidence) for interventions, teachers follow the K-12 CERP Intervention Decision Trees to provide interventions in decoding and building fluency, matched to student need during a dedicated intervention period daily.

**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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<p><b>Action Step 1: Literacy Leadership-</b>                      Develop a schoolwide reading plan to increase student academic achievement and monitor student reading growth.                      Provide professional development regarding the B.E.S.T. ELA Standards.                      Review grade-level data from core curriculum assessments and overall classroom walkthrough trends to problem solve.</p>	<p>Lawson-Sellers, Jobenna, jlawson-sellers@ecsdfl.us</p>
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<p><b>Action Step 2: Literacy Coaching-</b>                      District coaches and/or school mentor teachers will facilitate common lesson planning using the district adopted curriculum and pacing guides, including how to effectively deliver instruction of B.E.S.T. ELA Standards, engagement strategies, etc.).                      Administration seeks coaching support from district coaches and the State Regional Literacy Director for walkthroughs and intervention support.</p>	<p>Lawson-Sellers, Jobenna, jlawson-sellers@ecsdfl.us</p>
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<p><b>Action Step 3: Assessment</b>                      Our school utilizes the MTSS 4-step problem solving process to analyze data and determine need for differentiated instruction/ intervention.                      Grade level teams will meet to discuss the use of formative assessment to guide differentiation in the classroom; analyze core reading material assessment results, and use STAR for screening, diagnostics, and progress monitoring.</p>	<p>Lawson-Sellers, Jobenna, jlawson-sellers@ecsdfl.us</p>
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<p><b>Action Step 4: Professional Learning -</b>                      We will provide training to teachers at our school on the following:                      Use of STAR360 reports, core reading program data, and the intervention decision trees                      Differentiation during the 90 minute block, and use of Tier 2 and Tier 3 interventions during the language arts intervention period.                      Five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 Comprehensive Evidence-Based Reading Plan                      The B.E.S.T. ELA standards and the science of reading</p>	<p>Lawson-Sellers, Jobenna, jlawson-sellers@ecsdfl.us</p>
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**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.**

A positive school culture and environment is created by....



Lincoln Park strives to include and illicit support from all of our stakeholders to promote a positive school culture for the benefit of our students. We also solicit input from our stakeholders (parents, school faculty/staff, community) through meetings and surveys to improve procedures, processes and academic instruction. Our teachers consistently contact parents to keep them informed of academic and behavioral progress. In addition, our school advisory council consists of school administration, teachers, students, parents, and local business partners, church affiliations, and residents of the community who are all involved in making decisions and collaborating on ways to improve our school's physical and culture environment, academic, financial, and related services provided to our student population.

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

Teachers- plan and deliver academic and social/emotional instruction to the students. Foster positive relationships with students and families to create a strong home-school connection to support the learning and achievement of students.

Staff- support the planning and implementation of of all educational services led by teachers. Support the events and learning of students.

Parents- provide support and care to their children; recognize the importance of and ensure student's attendance in school to receive academic instruction.Participate in family engagement activities and trainings to build their capacity to assist their child and strengthen their support of the home-school connection.

Community Stakeholders and Partners in Education- provide input, volunteer time and resources to support academic programs and foster a positive culture by supporting teacher efforts.

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