Lincoln Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Lincoln Elementary School

1160 AVENUE N, Riviera Beach, FL 33404

https://line.palmbeachschools.org

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%;   2. Have a graduation rate at or below 67%;   3. Have a school grade of D or F; or   4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Porter, Alicia	Principal	The Principal will monitor and work will 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 towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of 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 the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, 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, Mrs. Taylor must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.
Walker, Andrea	Assistant Principal	As assistant Principal, Dr. Walker Supports professional learning and collaboration amongst 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.
Valbrun, Dunier	Instructional Coach	The Literacy Coach 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 the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's. Finally, the Literacy Coach 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.
Gomez, Lydia	Reading Coach	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

Name	Position Title	Job Duties and Responsibilities
		data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's. Finally, the Literacy Coach 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.
Collins, Crisna	Instructional Coach	The Math Coach assists with the coordination and implementation of the District approved Math 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 the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's. Finally, the Math Coach will provide support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met for Math). She will also lead standards-based planning and follow the FCIM coaching cycle.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Council (SAC) is a team of people representing various segments of the community, parents, teachers, students, administrators, support staff, business/ industry people and other interested community members. The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget. Additionally, SAC receives funds "to be used at the discretion of the School Advisory Committee A portion of the money should be used for implementing the school improvement plan." "The improvement plan shall include performance indicators which are measurable." "Funding for use by the School Advisory Councils should be allocated directly to the School Advisory Councils, should be clearly earmarked for their use and is not subject to override by the Principal or interim approvals by school district staff. These moneys may be expended only on programs or projects selected by the school advisory council. These moneys may not be used for capital improvements."

Each school in the State of Florida must have a SAC. By law, each SAC must be composed of the principal and an appropriately balanced number of stakeholders. These individuals must be representative of the ethnic, racial and economic makeup of the community served by the school. High schools and vocational technical centers must have students on the SACs.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Lincoln Elementary will utilize classroom walkthroughs, data chats, student monitoring, PLC notes, staff feedback, and parental and community feedback to monitor the progress of the SIP. The data will be shared bi-weekly with the leadership team. The leadership Team will use data from district and state assessments to make adjustments to the SIP.
The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:
• Strategic visioning and planning
• Problem identification and root cause analysis
• Developing action steps towards improvement
• Creating and maintaining a culture of collaboration towards shared decision-making
• Supporting professional learning and improvement

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	89%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT)* Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C

	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	44	26	23	30	26	31	0	0	0	180
One or more suspensions	8	11	9	4	14	4	0	0	0	50
Course failure in English Language Arts (ELA)	37	31	25	20	27	21	0	0	0	161
Course failure in Math	36	24	23	19	22	31	0	0	0	155
Level 1 on statewide ELA assessment	0	0	0	31	30	23	0	0	0	84
Level 1 on statewide Math assessment	0	0	0	27	31	28	0	0	0	86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	37	31	25	0	0	0	0	0	0	93

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	42	28	27	34	38	38	0	0	0	207

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	9	0	0	0	0	0	9
Students retained two or more times	0	1	1	10	9	7	0	0	0	28

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	38	36	41	33	29	43	0	0	0	220
One or more suspensions	9	3	8	4	11	9	0	0	0	44
Course failure in ELA	0	20	25	48	18	30	0	0	0	141
Course failure in Math	0	16	23	41	11	29	0	0	0	120
Level 1 on statewide ELA assessment	0	0	0	29	25	43	0	0	0	97
Level 1 on statewide Math assessment	0	0	0	28	27	44	0	0	0	99
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	11	15	48	39	68	0	0	0	193

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	23	34	40	46	39	57	0	0	0	239

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	0	0	21	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	38	36	41	33	29	43	0	0	0	220
One or more suspensions	9	3	8	4	11	9	0	0	0	44
Course failure in ELA	0	20	25	48	18	30	0	0	0	141
Course failure in Math	0	16	23	41	11	29	0	0	0	120
Level 1 on statewide ELA assessment	0	0	0	29	25	43	0	0	0	97
Level 1 on statewide Math assessment	0	0	0	28	27	44	0	0	0	99
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	11	15	48	39	68	0	0	0	193

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	23	34	40	46	39	57	0	0	0	239

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
				Grade Level						
Retained Students: Current Year	2	0	0	21	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	27	53	53	32	59	56	27		
ELA Learning Gains				52			34		
ELA Lowest 25th Percentile				52			44		
Math Achievement*	34	57	59	33	53	50	30		
Math Learning Gains				56			25		
Math Lowest 25th Percentile				53			24		
Science Achievement*	23	54	54	18	59	59	17		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	56	56	59	67			56		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	169
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	363
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	1	
ELL	24	Yes	1	1
AMI				
ASN				
BLK	31	Yes	1	1
HSP	34	Yes	1	
MUL				
PAC				
WHT	32	Yes	2	

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	33	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	42			
AMI				
ASN				
BLK	42			
HSP	48			
MUL				
PAC				
WHT	38	Yes	1	
FRL	45			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	27			34			23					56
SWD	34			43			40				4	
ELL	13			29			0				5	56
AMI												
ASN												
BLK	28			35			22				5	40
HSP	35			33							2	
MUL												

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
PAC												
WHT	11			29							3	57
FRL	26			36			20				5	52

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	ELP Progress
2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	32	52	52	33	56	53	18					67
SWD	43	52		41	52		24					
ELL	15	54		35	61		21					67
AMI												
ASN												
BLK	34	51	58	30	56	54	14					
HSP	38	52		48	61		31					58
MUL												
PAC												
WHT	11			33								71
FRL	31	53	52	32	57	53	18					66

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	ELP Progress
2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	27	34	44	30	25	24	17					56
SWD	36	32		36	28		32					
ELL	9			22								56
AMI												
ASN												
BLK	25	32	38	27	20	13	17					
HSP	25			40								58
MUL												
PAC												
WHT												57
FRL	26	33	47	29	23	19	16					55

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	33%	56%	-23%	54%	-21%
04	2023 - Spring	22%	58%	-36%	58%	-36%
03	2023 - Spring	29%	48%	-19%	50%	-21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	27%	57%	-30%	59%	-32%
04	2023 - Spring	38%	52%	-14%	61%	-23%
05	2023 - Spring	31%	56%	-25%	55%	-24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	18%	51%	-33%	51%	-33%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

From 2022 to 2023 ELA proficiency remained the same at 28%.
Math proficiency decreased 4 %

3rd grade ELA proficiency increased .9% (FY22=28.1%, FY23=29%); 3rd grade Math proficiency increased 3 % (FY22=29% . FY23=32%)
4th grade ELA proficiency decreased 13% (FY22 = 34%, FY23=21.5); 4th grade Math proficiency increased 1.2% points (FY22=36.2%, FY23 37.9%)
5th grade ELA proficiency increased of 11.4% (FY22=21.3%, FY23=32.7%); 5th grade Math proficiency increased by 11.4% (FY22=19.5%, FY23=30.9%)

5th grade Science proficiency decreased 2.3% (FY22=15.9%. FY23=18.2%)

Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA identified subgroups; ELL and white students; who will receive strategic, be targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring. If we are unsuccessful in addressing skill deficits and standard acquisition, then students will not pass their state assessments.
All teachers, including resource teachers collaborated to ensure program success. Administrators assigned to support the students and build relationships with them to motivate and ensure their attendance.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Based on this data trend our focus will be to increase learning gains and achievement for grade 3 in addition to focusing on the needs of our white subgroup of students . If we do not support these concerns,
we are increasing the learning gaps, and students' improvement journey. When we focus on literacy, math and science with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we will support all learners, especially our ESSA identified subgroup white students.
The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to be involved. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism through SBT. We
will be implementing district initiatives as well as setting up plans for students that are missing more than 10% of school days. At Lincoln Elementary we develop student engagement and participation towards 100%
attendance through various incentives and recognition. For example, we acknowledge all students with Perfect Attendance at our monthly SAC meeting with a certificate.

Two potential areas of concern are the number of level 1 students on the statewide assessment in ELA and Math. Our focus is to increase learning gains and achievement. iReady data results, K-5, indicate significant numbers of students were scoring below grade level in pre-reading skills (phonemic awareness, phonics, and
vocabulary). To address this problem, we implemented the Fundations program in grades K-1 ensuring training of all teachers to effectively implement the strategies. Explicit vocabulary instruction is a school-wide initiative to occur in the context of all content area instruction. Additionally, high-level research-based texts provided for teachers to implement rigorous standards-based instruction using the three Core Actions (reading text, talking about the text and completing a task around the text/standard). Targeted support provided for all struggling learners with focus on our ELL and white students. Academic
tutors will assist teachers with small group strategy and skill based instruction. Progress monitoring of student achievement using formative assessment data will occur, with follow up action planning to address area(s) of deficiency. Student and teacher data chats scheduled by administration after analyzing student data. Implementation of small group differentiated instruction will occur to address the needs of our diverse learners.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies aligned to grade level standards and scaffolding in place to support students who are not yet performing at their grade level. Administrators assigned to support the students and build relationships with them to motivate and ensure their attendance. Increasing students learning gains in Literacy allows our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities. Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for
people to develop skills that will help them provide for themselves and a better future.
Increasing students, learning gains in Math helps us think analytically and have better reasoning abilities. Analytical thinking refers to the ability to think critically about the world around us. Analytical and reasoning skills are essential because they help us solve problems and look for solutions, thus allowing our students the opportunity to become well-rounded, productive citizens by providing them with vital skills necessary for day to day.
Ensuring learning gains; progress for ESSA categorized sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups monitored for progress. They will receive additional support by teachers ensuring lessons planned are based on the specific needs of the students.
Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD provided during staff meetings and on professional development days. Assign key members of Leadership to support the students and build relationships with them to motivate and ensure their attendance. We have School Based Teams to review data and provide progress monitoring for all student to have potential to be successful. We want to be certain all our students have the opportunity for success. We developed an incentive program to further support.

During FY22, the school employed certified teachers; many were new and are still developing their instructional capacity. We replaced 6 positions during FY22. These positions were filled with new, inexperienced teachers.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA and Math demonstrated an increase in proficiency in 5th grade.
When looking at our subgroups, we see:
ELA:
ELL females went up 8% in FY22; however, our ELL males declined 4%
SWDs females dropped 2% and our males dropped 3%
Hispanic females stayed the same and our males dropped 4%

Math:
ELLs female went up 17% in FY22, and our ELL males increased 14%
SWDs female went up 11% in FY22, and our SWDs males increased 14%
Hispanics females went up 15% in FY22, and our Hispanic males increased 1%

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the EWS data from Part 1, one potential area of concern is attendance. In FY22-23, we had 87 students that had 10% or more days absent. The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling

behind in academics, students who are not in school on a regular basis are more likely to be involved. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism through SBT. We will be implementing district initiatives as well as setting up plans for students that are missing more than 10% of school days. At Lincoln Elementary we develop student engagement and participation towards 100% attendance through various incentives and recognition. For example, we acknowledge all students with Perfect Attendance at our monthly SAC meeting with a certificate. In addition to decreasing multiple absences, it is also important to decrease the number of Out of School Suspensions (OSS) Another area of concern is the increase number of OSS from FY22 10.1% to 12.5% with less students enrolled.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Instructional Practice specifically relating to Standards-aligned instruction.
2. ESSA Subgroups specifically relating to Outcomes for multiple subgroups.
3. Increase and maintain positive culture and climate

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:
(g) History of the Holocaust
(h) History of Africans and African Americans
(i) History of Asian Americans & Pacific Islanders
(o) Health Education, Life Skills & Social Media
(q) Hispanic Contributions
(r) Women's Contributions
(t) Civic & Character Education
(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
3. Our school highlights multicultural diversity within the curriculum and the art

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

The results of our ELA proficiency of 13.0% of our white subgroup were our lowest performing category when comparing the scores from one year to the next. Data indicates we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners.

The gap between 2023 ELA Achievement (27.7%) and the District average (58%) is 31 percentage points. The gap between 2023 Mathematics Achievement (32.24%) and the District average (62%) is 30 percentage points. Science Achievement increased slightly from 15.9 percentage points to18.2 percentage points in 2019, reflecting a gap with the District of 41 percentage points. During the midyear, we saw an increase with our ESSA identified subgroup SWDs; there was an increase of 12% in ELA and 27% in math. Our white students showed an increase in ELA of 38%.

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 2024, 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 2024, Lincoln Elementary 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 2024, 50% of our teachers will be effectively utilize the Gradual Release Model of instruction.
By May 2024, 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 support content and grade levels. Single School Coordinator, Reading Coach and PLC Facilitator.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 ELA 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)

By When: May 2024

ELA 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)

By When: May 2024

ELA 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)

By When: May 2024

ELA Adaptive Technology (iReady)
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)

By When: May 2024

ELA Content Coaching
1. Employ two instructional coaches and a resource teacher.
2. Instructional coaches and resource teacher will develop and implement the coaching cycle to build teachers capacity
focusing on the gradual release model, small group instruction and differentiated instruction.
3. Coaches will review data and construct classroom walks to tier the teachers to support them based on need.
4.Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity.
5. Coaches will maintain a coaching log.
6. Coaching will be monitored by Administration.

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

By When: May 2024

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

FY23 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 FY23 FSA did not show much growth from the FY22 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 2024, 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 2024, 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 2024, 50% of our teachers will be effectively utilize the Gradual Release Model of instruction.
By May 2024, 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific strategy.

1. Incorporate small group instruction utilizing USA and FSQ data to meet the student's 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: May 2024

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 and afterschool tutorial based on the results from FY23 FSA, 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)

By When: May 2024

Adaptive Technology (iReady):
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)

By When: May 2024

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)

By When: May 2024

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The low-performing subgroup white has a 10.5% absenteeism in FY22.

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

Student Outcomes:
Reducing the amount of absences among white students by 5% by December 2023 and by another 5% by the end of the year.

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

This area of focus will be pulling attendance data and conducting parent conferences regarding chronic absenteeism.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Develop a school wide attendance plan that will meet monthly to review chronic absenteeism and conduct home visits.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Schoolwide Attendance Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Conduct attendance meetings to discuss absences. Develop a plan that includes home visits.

Person Responsible: Alicia Porter (alicia.porter.1@palmbeachschools.org)

By When: September 2023

Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for

authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

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

By When: September 2023

SwPBS Action Steps:
a. Cafeteria assemblies are conducted to review expectations
b. Teachers reinforce expected behaviors in and out of the class through positive rewards
c. Trimester celebrations are held
d. Weekly House meetings are conducted to motivate and team building
e. Ongoing student recognition during SAC meetings

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

By When: September 2023

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CSI), Targeted Support & Improvement (TS& I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement.

These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC),the Regional Office team, and the Office of School Improvement.

Resources and allocations are focused on:

1. Resource teachers (ESOL and ESE) support during small group instruction.

2. 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.

4. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 Spring Diagnostics FY23 24% of our incoming third grade students are reading at an on-grade level data. iReady Spring Diagnostics reports from FY23 are somewhat low in first and second grade.
Kindergarten-59% Proficient
First Grade- 27% Proficient
Second Grade 18% Proficient

iReady also gives us data to support an average percentage of proficiency for foundational skills:
Phonological awareness 46.3%
Phonics 35.3%
High Frequency Words 53.6%
Vocabulary 34%
Literature Text 33%
Non-fictional Text 35%

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

If we focus on standards-based instruction to increase learning gins 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.
iReady reports from iReady Spring Diagnostics
3rd Grade 23%
4th Grade 12%
5th Grade10%

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 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 Measurable Outcomes

The measurable outcomes for 2024 are:
February 2024
Kindergarten 30% Proficient on Renaissance
First Grade 39% Proficient on Renaissance
Second Grade 32% Proficient on Renaissance
iReady Phonological Awareness 37%
iReady Phonics 25% Proficient
iReady high Frequency Words 30%Proficient
iReady Vocabulary 26% Proficient

May 2024
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%

Grades 3-5 Measurable Outcomes

Based on FAST PM2 February 2024
3rd Grade 20% Proficient
4th Grade 16% Proficient
5th Grade 23% Proficient

Based on FAST PM3 May 2023
3rd Grade 35% Proficient
4th Grade 31% Proficient
5th Grade 38% Proficient

Monitoring

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 impact student achievement outcomes.

monitoring is a very important step towards student achievement. 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 the 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

Description:
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. §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:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

1. Incorporate small group instruction utilizing iReady subgroups 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 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
Develop Literacy Leadership Schools must have a Literacy Leadership Team, consisting, in part, of a School administrator, Reading coach (SSCC), Media specialist, Lead teacher Develop a plan to monitor the implementation; ensure compliance with the reading plan Walkthroughs to weekly monitor and support reading instruction & intervention (Look Fors, CAO updates) School Leaders have a process to identify areas of strengths and next steps (Utilizing data, Analyzing Data)	Porter, Alicia, alicia.porter.1@palmbeachschools.org
Assessment: 1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/ Literacy Coaching) 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	Walker, Andrea, andrea.walker@palmbeachschools.org
Interventions (Assessment / Professional Learning) 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	Porter, Alicia, alicia.porter.1@palmbeachschools.org
Professional Development 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,	Porter, Alicia, alicia.porter.1@palmbeachschools.org

Action Step	Person Responsible for Monitoring
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.	
PLC's: (Professional Learning) a. Development of a PLC schedule to include all content area teachers and 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.	Valbrun, Dunier, dunier.valbrun@palmbeachschools.org
PLC's: (Professional Learning) a. Development of a PLC schedule to include all content area teachers and 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.	Collins, Crisna, crisna.collins@palmbeachschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan
(SWP) where the answers to these questions are addressed. This
information is located on the District Title 1 website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

N/A

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A