

Lincoln Elementary School



2014-15 School Improvement Plan

Lincoln Elementary School

1160 AVENUE N, Riviera Beach, FL 33404

www.edline.net/pages/lincoln_elementaryschool

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
97%

Alternative/ESE Center
No

Charter School
No

Minority
99%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	A

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lincoln Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

Lincoln Elementary envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

In addition our school will:

- Schedule and plan school wide multicultural projects
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers
- Provide and demonstrate to faculty members simple strategies for gaining information about students' cultures

Describe how the school creates an environment where students feel safe and respected before, during and after school

- Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

- Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.
- Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)
- SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- Class meetings will occur on a frequent basis to include student feedback.
- School-wide recognition system is in place;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- Utilize data systems to identify students who have attendance, behavioral or academic concerns
- Create data decision rules for number of absences or OSS before referral generated to SBT
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
- Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, college-career planning gaps (FAFSA completion), etc.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	14	14	12	6	13	27	86
One or more suspensions	7	1	2	11	5	5	31
Course failure in ELA or Math	32	33	27	30	12	25	159
Level 1 on statewide assessment	0	0	0	45	26	37	108
	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	13	6	9	30	10	24	92

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- SAI , iii, Tutorials, LLI, Wilson, Foundations;
- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
- Create evidence-based interventions to close student need gaps related to earning warning system. For example: Attendance Works National Campaign strategies, targeted solution focused counseling (individual and/or group), parent collaboration/education.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

At least 50% of the parents will attend parent training and/or SAC meetings

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Strive for 5, Black Educator Caucus, Big Brother Big Sister,

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Sims, Tracy	Principal
Barnes, Joy	Instructional Coach
Cox, Shirley	Teacher, K-12
James, Keeysa	Instructional Coach
Porter, Alicia	Assistant Principal
Schwartz, Ruth	Teacher, ESE

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

ESE teacher leads the SBT meetings with the assistance of the ESE teacher and school guidance counselor. Principal and Assistant Principal monitor process to ensure fidelity of functioning and responsibility of each team member.

School Leadership team, which includes the above named teachers, meets biweekly to review needs of school and to review curriculum updates. We also analyze various forms of data (assessments, attendance, discipline, etc.) to drive instruction and make purposeful decisions.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Pupil Progression meetings occur with parents and teachers three times a year. Data is collected based on RRR levels, SRI scores, and Diagnostics. At these meetings recommendations to School Based Team are determined and appropriate Tiered interventions are put in place to monitor progress of students based on goals.

Lincoln Elementary School will collaborate with programs /agencies to assist with student needs such as SAI, Homeless, Violence Prevention, Nutrition, Housing Department of Children and Families, etc.. Migrant department is contacted as needed to provide services and support for migrant students and families. We will utilize services and agencies to promote business and community involvement, and coordinate

services through Big Brother Big Sister and Strive for Five. Safe Schools is contacted as needed to provide Restorative Justice sessions based on need. Title I funds pay for tutorial, Friday & Saturdays, a Parent Liaison, classroom supplies, 1 coaching position and professional development for teacher collaboration. Lincoln also utilizes these funds to support instruction for students with school supplies and academic resources. Lincoln Elementary teachers will participate in the Literacy cohort planning sessions on a monthly basis.

Our school integrates Single School Culture by sharing our Universal Guidelines for success, following our Behavior Matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during committee and leadership team meetings. We

instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dr. Shirley Cox	Teacher
Elizabeth Robinson	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Presentation of FY14 data during SAC meeting

Development of this school improvement plan

School Improvement plan will be the focus of each SAC meeting in developing goals and monitoring progress of each strategy.

Preparation of the school's annual budget and plan

Presented at SAC meetings

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

There are no school improvement funds

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

School will be in compliance on September 17, 2014 during first SAC meeting

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Sims, Tracy	Principal
Cox, Shirley	Teacher, K-12
James, Keeysa	Instructional Coach
Porter, Alicia	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Implementing Palm Beach County's new Units of Study through the Literacy Roll Out.
Implementing LLI program with fidelity.
Provide data chats with students to hold them accountable and to set end of the year goals through the use of SAL-P.
Uses data to establish literacy goals for the year.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Administration will provide opportunities for teachers to conduct peer observations, create a schedule for common planning, and opportunities for problem solving.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Dr. Slms, principal, will recruit through Palm Beach County Job Fair.
Coaches, Learning Team Facilitator, Mentors, Assistant Principal, and Principal will provide support to teachers through common planning and learning team meetings as a strategy to retain highly qualified effective teachers. Coaches will model lesson for teachers on an as needed basis and provide specific professional development based on trends.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

First year teachers will participate in Palm Beach County's Educator Support Program. The program is overseen by Alicia Porter, Assistant Principal. Each first year teacher has a mentor that assists them in completing their Florida Educator Accomplished Practices. As a part of the ESP program teachers are required to conduct veteran observations and enroll in the Marzano & the Educator Support training through eLearning.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an additional 60 minute reading block (extended day)
- Creating a schedule with an uninterrupted 45 minute writing block
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on RRR levels
- Students receiving push-in/pull out services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction
- Providing Process and Strategy charts for reminders of teaching

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 60

Extended day consists of 60 minutes of additional reading time using Fountas & Pinnell Leveled Literacy Intervention System (LLI). The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading.

Strategy Rationale

- Core Academic Instruction
- Enrichment
- Teacher Collaboration, Planning, and Professional Development

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Sims, Tracy, tracy.sims@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected through the Reading Running Records using the built-in level-by-level descriptions and competencies from The Continuum of Literacy Learning, PreK-8 (2011) to monitor student progress and guide teaching.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The strategies for assisting preschool children in transition from early childhood programs to local elementary school programs include the administration of the statewide kindergarten screening tool to determine readiness. A pre-kindergarten transition meeting is held in May inviting all of the child day care

centers and Voluntary Pre-Kindergarten sites in the area to visit Lincoln Elementary. A Kindergarten Round-Up program in May is held to prepare students and parents for Kindergarten expectations and procedures. Lincoln Elementary encourages early Kindergarten registration at the Kindergarten

Round-Up program and explains the necessary documents for registration. Kindergarten Round-Up will also promote strategies to assist parents in helping students on kindergarten standards and parent training on readiness skills.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase parent involvement during after school functions such as SAC meetings, Curriculum Nights, parent teacher conferences, etc.
- G2.** Increase the level of instructional rigor
- G3.** Increase student achievement through the use of data driven instruction
- G4.** Teachers will collaboratively plan instruction that includes writing across the content areas with student feedback

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase parent involvement during after school functions such as SAC meetings, Curriculum Nights, parent teacher conferences, etc. 1a

G043082

Targets Supported 1b

Indicator	Annual Target
Attendance rate	90.0

Resources Available to Support the Goal 2

- Personnel Agendas Ink Copy Paper Printer Food

Targeted Barriers to Achieving the Goal 3

- Involvement

Plan to Monitor Progress Toward G1. 8

Diagnostics
PBPA

Person Responsible

Tracy Sims

Schedule

Every 6 Weeks, from 9/15/2014 to 6/4/2015

Evidence of Completion

Florida Standard Assessment

G2. Increase the level of instructional rigor 1a

G037190

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	80.0
Math Lowest 25% Gains	70.0
Highly Effective Teachers (Performance Rating)	80.0
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- Standards, Units of Study, Prompting Guides, Continuum, Area/District/Transformation Support, Common Planning/Learning Team Meetings, Data, Khan Academy, iStation, LLI, Triumphs, Framework for Instructional Blocks, Extended Day, Soar to Success, Instructional Coaches and Personnel.

Targeted Barriers to Achieving the Goal 3

- Teachers lack of understanding of instructional rigor and its benefit to student achievement
- Various resources to meet needs of various levels
- Understanding of standards and curriculum

Plan to Monitor Progress Toward G2. 8

PBPA
 Diagnostics

Person Responsible

Tracy Sims

Schedule

Every 6 Weeks, from 9/15/2014 to 6/4/2015

Evidence of Completion

Florida Standards Assessment

G3. Increase student achievement through the use of data driven instruction 1a

G037191

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	65.0
FCAT 2.0 Science Proficiency	50.0
AMO Reading - All Students	59.0
FAA Writing Proficiency	100.0

Resources Available to Support the Goal 2

- Personnel Professional Development Resources to supplement curriculum (Test Prep) Ink Paper (copy paper, chart paper, cardstock) Post its Books (teachers and students) Technology equipment Pens, pencils, markers

Targeted Barriers to Achieving the Goal 3

- Teachers understanding of data analysis and formation of small differentiated groups

Plan to Monitor Progress Toward G3. 8

Diagnostics
 Palm Beach Performance Assessments
 Unit Assessments

Person Responsible

Tracy Sims

Schedule

Weekly, from 9/8/2014 to 6/4/2015

Evidence of Completion

Florida Standards Assessment

G4. Teachers will collaboratively plan instruction that includes writing across the content areas with student feedback **1a**

 G037192

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	59.0

Resources Available to Support the Goal **2**

- Personnel Professional Development Resources to supplement curriculum Ink Paper (copy paper, chart paper, cardstock) Post its Books (teachers and students) Technology equipment Pens, pencils, markers Consumable materials needed for lab experiments

Targeted Barriers to Achieving the Goal **3**

- Expectations for students and teachers

Plan to Monitor Progress Toward G4. **8**

Palm Beach Performance Assessments
Diagnostics

Person Responsible

Tracy Sims

Schedule

Every 6 Weeks, from 9/15/2014 to 6/4/2015

Evidence of Completion

Florida Standards Assessment - ELA

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Increase parent involvement during after school functions such as SAC meetings, Curriculum Nights, parent teacher conferences, etc. **1**

 G043082

G1.B3 Involvement **2**

 B105702

G1.B3.S1 Provide parents with substantial and meaningful opportunities to participate in the education for their children through a variety of parent training and strategies that can be used to help increase their child(rens)'s academic achievement and proficiency in language arts, math, and science, **4**

 S117003

Strategy Rationale

Limited participation in school activities.

Action Step 1 **5**

Provide training for parents regarding Literacy across subject areas

Person Responsible

Tracy Sims

Schedule

Monthly, from 8/27/2014 to 6/4/2015

Evidence of Completion

Sign Ins & Agendas

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Create schedule for events and trainings

Person Responsible

Tracy Sims

Schedule

On 6/4/2015

Evidence of Completion

Sign In Sheets & Agendas

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

SEQ Survey

Person Responsible

Tracy Sims

Schedule

On 4/30/2015

Evidence of Completion

Feedback forms

G2. Increase the level of instructional rigor 1

G037190

G2.B1 Teachers lack of understanding of instructional rigor and its benefit to student achievement 2

B089257

G2.B1.S1 Teachers will participate in professional development opportunities to determine what instructional rigor looks like and plan for instructional rigor in the classroom 4

S099899

Strategy Rationale

Opportunities for rigorous tasks is inconsistent

Action Step 1 5

The SBLT at Lincoln Elementary will conduct a needs assessment around instructional rigor to assess the teachers' level of understanding in reference to instructional rigor through surveys and classroom walkthroughs

Person Responsible

Shirley Cox

Schedule

Evidence of Completion

PowerPoint Presentation

Action Step 2 5

The SBLT at Lincoln Elementary will analyze the data collected from the needs assessment (surveys and classroom walkthroughs) to assess the needs of individual teachers.

Person Responsible

Keeysha James

Schedule

Evidence of Completion

Surveys

Action Step 3 5

Based on the assessment data analysis and specific teacher needs, the SBLT at Lincoln Elementary will group teachers based on areas of need (in order to provide individualized support).

Person Responsible

Alicia Porter

Schedule

Evidence of Completion

Listing of Groupings

Action Step 4 5

The SBLT at Lincoln Elementary will determine the who, what, where and when for the professional learning opportunities. (The who will conduct the PD, what the topic will be, where it will take place, when it will take place) in conjunction with the Area, Curriculum and Transformation support teams.

Person Responsible

Tracy Sims

Schedule

Evidence of Completion

PD PowerPoint

Action Step 5 5

The SBLT at Lincoln Elementary will create a next steps and look-fors protocol for teachers upon completion of the professional development.

Person Responsible

Joy Barnes

Schedule

Evidence of Completion

PD PowerPoint

Action Step 6 5

The SBLT at Lincoln Elementary will implement the individualized professional development opportunities based on teachers' needs.

Person Responsible

Keysha James

Schedule

Evidence of Completion

Agenda & Sign Ins

Action Step 7 5

The SBLT at Lincoln Elementary will monitor the implementation of the professional development opportunities provided to teachers based on the next steps and look-fors and will provide feedback to teachers based on their findings.

Person Responsible

Tracy Sims

Schedule

Weekly, from 10/27/2014 to 12/5/2014

Evidence of Completion

Completed Look For Observation Tool

Action Step 8 5

The Administrative team will share findings with SBLT.

Person Responsible

Tracy Sims

Schedule

Evidence of Completion

Leadership meeting agenda & minutes

Action Step 9 5

Coaches will implement the coaching continuum model with teachers on individual needs basis.

Person Responsible

Keyysha James

Schedule

Biweekly, from 1/6/2015 to 5/29/2015

Evidence of Completion

Coaches Logs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

A schedule for common planning

Person Responsible

Schedule

Evidence of Completion

Planning Notes Sign-Ins

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Lesson Plans


Person Responsible

Schedule


Evidence of Completion

iObservation walkthroughs

G2.B3 Various resources to meet needs of various levels **2**

 B104835

G2.B3.S1 Teachers will engage in professional development that is aligned, sustained, and focused, with time to practice and implement, based on Florida Standards and Marzano. **4**

 S116029

Strategy Rationale

Our school has a high percentage of new teachers to Palm Beach County in tested grades that require trainings aligned to district initiatives and new Florida Standards.

Action Step 1 **5**

Collaborate through LTM, Common Planning, & Faculty Meetings

Person Responsible

Tracy Sims

Schedule

Weekly, from 9/4/2014 to 6/4/2015

Evidence of Completion

LTM, Common Planning, & Faculty Agendas

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Schedule for LTM, Common Planning, and Faculty Meetings

Person Responsible

Tracy Sims

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Sign Ins & Agenda Notes

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Walkthroughs & Lesson Plans

Person Responsible

Tracy Sims


Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

iObservations, Walkthrough feedback, and Lesson plan checks

G2.B3.S3 Provide extended learning opportunities, technology, and supplies for classroom and tutorial use. 4

 S117022

Strategy Rationale

New Florida Standards

Action Step 1 5

Implement tutorial program utilizing technology

Person Responsible

Alicia Porter


Schedule

On 4/13/2015

Evidence of Completion

Tutorial plan of action

G2.B4 Understanding of standards and curriculum 2

 B104836

G2.B4.S1 Engaging teachers in professional development that is aligned, sustained and focused with time to practice and implement based on the Florida Standards and Marzano. 4

 S116132

Strategy Rationale

Increase level of rigor and increase higher levels of demonstrating applying and innovating within Marzano framework.

Action Step 1 5

Coaching and modeling opportunities & conducting peer observations

Person Responsible

Tracy Sims

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Coaching logs & peer observation feedbacks

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Schedule for coaches & peer observation

Person Responsible

Tracy Sims

Schedule

Quarterly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Feedback forms & Sign off chart

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Walkthroughs

Person Responsible

Tracy Sims

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Marzano iObservation results

G3. Increase student achievement through the use of data driven instruction 1

 G037191

G3.B2 Teachers understanding of data analysis and formation of small differentiated groups 2

 B089260

G3.B2.S1 Data will be analyzed during Learning Team Meetings to determine groupings for enrichment, corrective instruction, & major reteaching of skills and to develop strategies that target individual student needs. 4

 S099903

Strategy Rationale

Consistent disaggregation of data & small group formation will provide teachers with information needed to deliver differentiated instruction in order to increase student achievement.

Action Step 1 5

Participate in purposeful Learning Team Meetings that allow for teachers, coaches, paraprofessional and administrators to analyze data to deliver specialized instruction during small differentiated groups

Person Responsible

Tracy Sims

Schedule

Biweekly, from 9/15/2014 to 7/9/2015

Evidence of Completion

LTM Agendas and Groupings Form (Safe Schools)

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Person Responsible

Tracy Sims

Schedule

Weekly, from 9/8/2014 to 6/4/2015

Evidence of Completion

Lesson Plans and Agendas


Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

G3.B2.S2 Conduct data chats to identify various needs of students performing at different achievement levels. 4

 S099904

Strategy Rationale

Consistent using data to drive instruction in planning for differentiated instruction in both whole group and small group settings.

Action Step 1 5

Plan for and model lessons and provide professional development for differentiated instruction

Person Responsible

Tracy Sims

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Conference logs and Coaching Cycle notes

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Check lesson plans and conduct walkthroughs

Person Responsible

Schedule

Evidence of Completion

Marzano evaluations

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Reading Running Records/SRI/Weekly Common Assessments

Person Responsible

Schedule

Evidence of Completion

Item Analysis Elementary Literacy Assessments through EDW

G4. Teachers will collaboratively plan instruction that includes writing across the content areas with student feedback **1**

G037192

G4.B2 Expectations for students and teachers **2**

B089262

G4.B2.S1 Provide professional development opportunities through Literacy in Action and Professional Learning Communities **4**

S099906

Strategy Rationale

Through PLCs and Literacy in Action teachers will be provided instructional strategies & resources that align to Florida Standards for Writing

Action Step 1 **5**

Teacher will attend professional development opportunities through Literacy in Action and common planning

Person Responsible

Tracy Sims

Schedule

Weekly, from 9/4/2014 to 6/4/2015

Evidence of Completion

Agendas Sign-Ins TDEs

Plan to Monitor Fidelity of Implementation of G4.B2.S1 **6**

Schedule for Common Planning & Professional Development Opportunities

Person Responsible

Tracy Sims

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Meeting Notes Sign-Ins

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Lesson Plans/Journals

Person Responsible

Tracy Sims

Schedule

Biweekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

iObservation, Lesson Plan checklist notes

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	The SBLT at Lincoln Elementary will conduct a needs assessment around instructional rigor to assess the teachers' level of understanding in reference to instructional rigor through surveys and classroom walkthroughs	Cox, Shirley	10/6/2014	PowerPoint Presentation	one-time
G3.B2.S2.A1	Plan for and model lessons and provide professional development for differentiated instruction	Sims, Tracy	8/25/2014	Conference logs and Coaching Cycle notes	6/4/2015 weekly
G4.B2.S1.A1	Teacher will attend professional development opportunities through Literacy in Action and common planning	Sims, Tracy	9/4/2014	Agendas Sign-Ins TDEs	6/4/2015 weekly
G3.B2.S1.A1	Participate in purposeful Learning Team Meetings that allow for teachers, coaches, paraprofessional and administrators to analyze data to deliver specialized instruction during small differentiated groups	Sims, Tracy	9/15/2014	LTM Agendas and Groupings Form (Safe Schools)	7/9/2015 biweekly
G2.B3.S1.A1	Collaborate through LTM, Common Planning, & Faculty Meetings	Sims, Tracy	9/4/2014	LTM, Common Planning, & Faculty Agendas	6/4/2015 weekly
G2.B4.S1.A1	Coaching and modeling opportunities & conducting peer observations	Sims, Tracy	8/25/2014	Coaching logs & peer observation feedbacks	6/4/2015 weekly
G1.B3.S1.A1	Provide training for parents regarding Literacy across subject areas	Sims, Tracy	8/27/2014	Sign Ins & Agendas	6/4/2015 monthly
G2.B3.S3.A1	Implement tutorial program utilizing technology	Porter, Alicia	9/29/2014	Tutorial plan of action	4/13/2015 one-time
G2.B1.S1.A2	The SBLT at Lincoln Elementary will analyze the data collected from the needs assessment (surveys and classroom walkthroughs) to assess the needs of individual teachers.	James, Keeysa	10/15/2014	Surveys	one-time
G2.B1.S1.A3	Based on the assessment data analysis and specific teacher needs, the SBLT at Lincoln Elementary will group teachers based on areas of	Porter, Alicia	10/15/2014	Listing of Groupings	one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	need (in order to provide individualized support).				
G2.B1.S1.A4	The SBLT at Lincoln Elementary will determine the who, what, where and when for the professional learning opportunities. (The who will conduct the PD, what the topic will be, where it will take place, when it will take place) in conjunction with the Area, Curriculum and Transformation support teams.	Sims, Tracy	10/13/2014	PD PowerPoint	one-time
G2.B1.S1.A5	The SBLT at Lincoln Elementary will create a next steps and look-fors protocol for teachers upon completion of the professional development.	Barnes, Joy	10/13/2014	PD PowerPoint	one-time
G2.B1.S1.A6	The SBLT at Lincoln Elementary will implement the individualized professional development opportunities based on teachers' needs.	James, Keeysa	10/20/2014	Agenda & Sign Ins	one-time
G2.B1.S1.A7	The SBLT at Lincoln Elementary will monitor the implementation of the professional development opportunities provided to teachers based on the next steps and look-fors and will provide feedback to teachers based on their findings.	Sims, Tracy	10/27/2014	Completed Look For Observation Tool	12/5/2014 weekly
G2.B1.S1.A8	The Administrative team will share findings with SBLT.	Sims, Tracy	12/5/2014	Leadership meeting agenda & minutes	one-time
G2.B1.S1.A9	Coaches will implement the coaching continuum model with teachers on individual needs basis.	James, Keeysa	1/6/2015	Coaches Logs	5/29/2015 biweekly
G1.MA1	Diagnostics PBPA	Sims, Tracy	9/15/2014	Florida Standard Assessment	6/4/2015 every-6-weeks
G1.B3.S1.MA1	SEQ Survey	Sims, Tracy	1/19/2015	Feedback forms	4/30/2015 one-time
G1.B3.S1.MA1	Create schedule for events and trainings	Sims, Tracy	8/27/2014	Sign In Sheets & Agendas	6/4/2015 one-time
G2.MA1	PBPA Diagnostics	Sims, Tracy	9/15/2014	Florida Standards Assessment	6/4/2015 every-6-weeks
G2.B1.S1.MA1	Lesson Plans		iObservation walkthroughs	one-time	
G2.B1.S1.MA1	A schedule for common planning		Planning Notes Sign-Ins	one-time	
G2.B3.S1.MA1	Walkthroughs & Lesson Plans	Sims, Tracy	9/2/2014	iObservations, Walkthrough feedback, and Lesson plan checks	6/4/2015 weekly
G2.B3.S1.MA1	Schedule for LTM, Common Planning, and Faculty Meetings	Sims, Tracy	9/2/2014	Sign Ins & Agenda Notes	6/4/2015 weekly
G2.B4.S1.MA1	Walkthroughs	Sims, Tracy	9/2/2014	Marzano iObservation results	6/4/2015 weekly
G2.B4.S1.MA1	Schedule for coaches & peer observation	Sims, Tracy	9/2/2014	Feedback forms & Sign off chart	6/4/2015 quarterly
G3.MA1	Diagnostics Palm Beach Performance Assessments Unit Assessments	Sims, Tracy	9/8/2014	Florida Standards Assessment	6/4/2015 weekly
G3.B2.S1.MA1	[no content entered]			one-time	
G3.B2.S1.MA1	[no content entered]	Sims, Tracy	9/8/2014	Lesson Plans and Agendas	6/4/2015 weekly
G3.B2.S2.MA1	Reading Running Records/SRI/Weekly Common Assessments		Item Analysis Elementary	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			Literacy Assessments through EDW		
G3.B2.S2.MA1	Check lesson plans and conduct walkthroughs		Marzano evaluations	once	
G4.MA1	Palm Beach Performance Assessments Diagnostics	Sims, Tracy	9/15/2014	Florida Standards Assessment - ELA	6/4/2015 every-6-weeks
G4.B2.S1.MA1	Lesson Plans/Journals	Sims, Tracy	9/2/2014	iObservation, Lesson Plan checklist notes	6/4/2015 biweekly
G4.B2.S1.MA1	Schedule for Common Planning & Professional Development Opportunities	Sims, Tracy	8/25/2014	Meeting Notes Sign-Ins	6/4/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Increase the level of instructional rigor

G2.B1 Teachers lack of understanding of instructional rigor and its benefit to student achievement

G2.B1.S1 Teachers will participate in professional development opportunities to determine what instructional rigor looks like and plan for instructional rigor in the classroom

PD Opportunity 1

The SBLT at Lincoln Elementary will implement the individualized professional development opportunities based on teachers' needs.

Facilitator

SBLT - J. Barnes, K. James, T. James, L. Gomez

Participants

Schedule

G3. Increase student achievement through the use of data driven instruction

G3.B2 Teachers understanding of data analysis and formation of small differentiated groups

G3.B2.S2 Conduct data chats to identify various needs of students performing at different achievement levels.

PD Opportunity 1

Plan for and model lessons and provide professional development for differentiated instruction

Facilitator

Assistant Principal, Math Coach, Learning Team Facilitator, Area Specialist

Participants

K-5 Teachers

Schedule

Weekly, from 8/25/2014 to 6/4/2015

G4. Teachers will collaboratively plan instruction that includes writing across the content areas with student feedback

G4.B2 Expectations for students and teachers

G4.B2.S1 Provide professional development opportunities through Literacy in Action and Professional Learning Communities

PD Opportunity 1

Teacher will attend professional development opportunities through Literacy in Action and common planning

Facilitator

Reading Coach, Area Literacy Specialist, District Support

Participants

K-5 teachers & Fine Arts

Schedule

Weekly, from 9/4/2014 to 6/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: Increase parent involvement during after school functions such as SAC meetings, Curriculum Nights, parent teacher conferences, etc.	61,685
Goal 2: Increase the level of instructional rigor	93,660
Goal 3: Increase student achievement through the use of data driven instruction	61,625
Grand Total	216,970

Goal 1: Increase parent involvement during after school functions such as SAC meetings, Curriculum Nights, parent teacher conferences, etc.

Description	Source	Total
B3.S1.A1 - Salary for Community Resource Person	Title I Part A	29,435
B3.S1.A1 - Provide supplies for parent training (Agendas, copy paper, ink, & food)	Title I Part A	3,564
B3.S1.A1 - Salary for parent liaison	Title I Part A	28,686
Total Goal 1		61,685

Goal 2: Increase the level of instructional rigor

Description	Source	Total
B3.S3.A1 - Online subscription, software, license (Reading & Science A to Z)	Title I Part A	1,000
B3.S3.A1 - Supplies (LLI Materials, copy paper, chart paper, markers, sticky notes, manipulatives & consumables for tutorial.	Title I Part A	3,700
B3.S3.A1 - Transportation	Title I Part A	1,000
B3.S3.A1 - Personnel	Title I Part A	11,402
B4.S1.A1 - Math Coach	Title I Part A	73,058
B4.S1.A1 - Computer - Mobile devices (iPads, Nooks, Kindles)	Title I Part A	500
B4.S1.A1 - Travel Out of County FCTM or Kagen Training	Title I Part A	3,000
Total Goal 2		93,660

Goal 3: Increase student achievement through the use of data driven instruction

Description	Source	Total
B2.S1.A1 - Personnel - Resource teacher	Title I Part A	32,939
B2.S1.A1 - Instructional Paraprofessional - LLI	Title I Part A	28,686
Total Goal 3		61,625