

Lincoln Park Elementary School



2014-15 School Improvement Plan

Lincoln Park Elementary School

7600 KERSHAW ST, Pensacola, FL 32534

www.escambia.k12.fl.us

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	92%

Alternative/ESE Center	Charter School	Minority
No	No	82%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	NOT GRADED	F	F	D

School Board Approval

This plan was approved by the Escambia County School Board on 11/18/2014.

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
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Lincoln Park Primary School is to create an environment that motivates students to become productive and proficient while enjoying a fun learning environment. The mission will be accomplished through a fun, challenging and creative curriculum, a competent, committed and caring staff, and a safe, positive learning environment.

Provide the school's vision statement

The Lincoln Park Primary team partners and collaborates with parents and the greater community to create an atmosphere where all students will enjoy a fun learning environment that integrates science, technology, engineering and math.

School Environment

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

The school exercises an open-door policy where parents and family members are welcome. Parents and teachers are encouraged to conference about students and with students. A Parent Report Card Day was held at the end of each 9-week grading periods. Parents were invited to meet with students and students were present to explain to parents what they were doing in school.

During last year, the staff went on a 1 1/2 hour bus ride throughout the neighborhoods that service our students. A follow-up activity was a school-wide book study of Eric Jensen's "Teaching with Poverty in Mind".

Students are encouraged to share special events occurring at home and within their families.

Teachers present a kind and caring attitude toward all students. Students are encouraged to share their opinions and participate in all class and school activities. Students assume roles in the classroom that allow them to work cooperatively with their classmates and teachers. Teachers often listen to students and affirm their thoughts and opinions.

Parents and siblings were invited to a Family Literacy Night each 9-weeks and participated as a family in school activities. In addition, they were able to each dinner as a family and enjoy the company of teachers, staff and other families.

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

Students are greeted each morning as they enter the building. Staff is assigned at the bus ramp and in front of the school for car riders. In addition, staff have been assigned to assist walkers with crossing at busy intersections. Students enjoy cheerful greetings and hugs each morning and throughout the school day.

Lincoln Park teachers work diligently at making sure their classroom environments are safe. Room arrangements are considered for classroom learning tasks. Many students assume jobs and roles in the classroom thereby empowering them with a sense of ownership. Rooms are nicely decorated and each classroom display an ambiance that invites learning.

Students have voice in the classroom. Each student is called on to participate in the learning environment. Many activities require students to turn and talk to their neighbors and report out as a group. Lincoln Park is a "Whole Brain" school. Students are encouraged to celebrate each other successes in the classroom. Students often clap and cheer for each other.

The principal, guidance counselor and teachers actively listen to student concerns and address adverse situations immediately. If students bring concerns involving other students, the staff works at leading students through conflict resolution to decrease negative actions and reactions. Lincoln Park teachers advocate for their students.

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

All teachers participate in discipline training during pre-school. All returning teachers have participated in "Whole Brain" training. New teachers to the school this year have been given a "Whole Brain" book and have participated in mini training opportunities. Ongoing "Whole Brain" review will occur at each faculty meeting. The Guidance Department and Principal work closely with teachers and parents to eliminate undesired behaviors.

A school-wide behavior plan has been established as follows:

1. Review and Model "Whole Brain" rules and School-wide Promises Daily
2. Verbal Warning/Redirections
3. Close Proximity (side by side . . . close enough to whisper desired outcome to student)
4. Time Out
 - A. Time Out in Classroom (Reflection Area)
 - B. Time Out in another room (there has to be a plan in place with a grade level teacher and cannot last more than 10 minutes)
 - C. Time out of activity.
 - D. Time out with a teacher on another grade level (there has to be a plan in place with a teacher in another grade level and time out cannot last more than 10 minutes) . . . this intervention should be rarely used
5. Phone Call Home to Parent
6. Scheduled Parent Conference
- 7 Complete a (blue) In-House Behavior Form and send student to Guidance or Principal's office with the form. (This document does not need to be sent to the office with student, keep this documentation for your records)
8. Discipline Referral – (loud profanity, threatening, physical contact, extreme disrespect, fighting, harmful acts or intentions toward teachers/student). Referrals will be submitted through FOCUS. The teacher is responsible for letting the principal know that the referral has been submitted. The principal will follow district discipline guidelines and provide feedback to teachers.

Leopard Loot Program:

Leopard Leaders and Leopard Loot

-Each week a Leopard Leader is chosen from every classroom. The Leopard Leader wears a badge all week and is allowed privileges such as eating at a special table in the classroom.

-All students are randomly given Leopard bucks in the classroom for classroom participation and appropriate behavior. Leopard bucks may be distributed by staff during lunch, while transitioning in the hallway and for performing good deeds. The Leopard Loot store is opened every Friday for purchases.

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

Each morning teachers take the "pulse" of their class. If a teacher suspects that something is bothering a student, they will either call home or send the student to guidance or the principal. On some occasions it may result in the lack of necessities. The Guidance Counselor is available to direct parents to the proper organizations. At times, staff have assisted parents and students with immediate needs such as food and clothing.

If unexplained repeated behaviors occur, the Principal and Guidance Counselor works with parents to

provide in school as well as outside counseling and referral to agencies.

The Principal works with The Council on Aging to provide Foster Grandparents in classrooms. At present, Lincoln Park has 4 Foster Grandparents. The Foster Grandparents are assigned to kindergarten, 1st grade and the Media Center.

The Guidance Counselor works with volunteers to provide mentors for students.

All staff have been trained in DCF reporting.

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

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	
Attendance below 90 percent	9	11	8	5	33
One or more suspensions	0	2	5	3	10
Course failure in ELA or Math	0	2	3	5	10
Level 1 on statewide assessment	0	0	0	1	1
	0	0	0	0	

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

Indicator	Grade Level			Total
	1	2	3	
Students exhibiting two or more indicators	3	2	2	7

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

Intervention Strategies employed for Attendance below 90 percent:

- Parent Phone Calls
- Parent Conferences
- Attendance Letter Mail outs
- Referral to Social Worker for home visit

Intervention Strategies employed for One or more suspensions:

- Conference with student
- Work Detail
- Time Out in Principal's Office
- Parent Conferences
- Student Daily Check-in/Check-out System
- Work to increase mentoring program
- Guidance Counselor goes into classroom to teach social skills
- Implement Schoolwide Behavior Management Plan
- Students receive daily rewards of Leopard Loot for appropriate behaviors
- Students visit Leopard Loot Store on Fridays

Intervention Strategies employed for course failure in ELA or Math

-In addition to using the adopted curriculum for reading, a deliberate plan of instruction that includes small group instruction in phonics, phonemic awareness, word work, guided reading and comprehension, and computer-based instruction

-In addition to using the adopted curriculum and pacing guide for math, a deliberate plan of instruction that includes small group instruction, computer-based instruction, hands-on instruction and minute math

-Intensive small group instruction for reading to include SRA Early Intervention in Reading

-intensive small group instruction in math for reteaching and math interventions

-Rti process with additional intensive instruction

-Parent conference

-Assignment Book listing homework to transport between home and school

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/171626>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

In addition to details of the school's Title I Parent Involvement Plan, the school actively solicits partnerships with the local community. The school has partnered with churches and businesses in the community.

Business partners and community members are invited to participate on the School Advisory Council and assist with development of the Title I Parent Involvement Plan.

The school's existing partners were:

-Exxon Mobil donated a \$3,200 check to assist with school events (monies were used for teacher and student incentives and to fund school store), participated in Mardi Gras parade, participate in Junior Achievement

-Walmart donated 3 - \$50 gift cards to be used for a drawing during Family Literacy Nights

-Home Depot donated rakes and supplies to be used for the United Way Day of Caring school beautification project

-Ensley United Methodist Church hosted a Back to School luncheon for staff, provided school supplies for students, provided 10 Turkey dinners for families for Thanksgiving and Christmas

During last school year the school established partnerships with:

-Integrated Science Solution, Inc. donated \$1,000 for teacher and student incentives, funded Christmas for a 3rd grade student (purchasing clothes and shoes)

-First Pentacostal Church provided teachers with Back to School Bags, Xmas gifts and an end of the year luncheon, 75 turkeys for families at Christmas, donations to the school's clothing closet

- Kohl's - donated employee volunteer time for participation in school's Mardi Gras parade, donated \$500 to be used as student incentives and support funding school store, donated 4 boxes of books to be placed in school store
 - Junior Achievement consisting of Exxon partners presented lessons in Social Studies classes once a week for six weeks
 - Publix grocery store provided beads for school's Mardi Gras parade
 - The sheriff's department and fire department participated in school's Mardi Gras Parade
 - Council on Aging provided beads, moon pies and trinkets for Foster Grandparents participation in Mardi Gras Parade
 - Members from the sheriff's department, local banks, military and retired teachers volunteered time to read to students during "Celebrate Literacy Week"
 - J C Penny's offered the principal a 50% off voucher that allowed Christmas shopping for numerous families
 - Women's Ministry of Hillcrest Baptist Church donated \$250 to families for Christmas
 - A community member donated a 42" TV to be used for a drawing during the first Parent Report Card Day Conference
 - A community member donated a Kindle Fire HD to be used for a drawing off during one of the Family Literacy Nights
- During this school year the school has already partnered with:
- Ascind (formerly Monsanto Corp and Solutia) - this industrial organization will provide interns each semester to assist with school-wide initiatives (interns will be sent one day each semester to assist with school initiatives)
 - Ensley Church of the Nazarene donated school supplies for students (provided lunch for teachers during pre-planning and supplies for students)
 - Continued support from Exxon Mobil, Integrated Science Solutions, Inc, Walmart, Ensley United Methodist, First Pentacostal
 - St. John Baptist Church is organizing a committee to assist with painting interior walls of school
 - A community member will provide funds to assist with sustaining the school's Leopard Loot store

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
Smith, Cassandra	Principal
Thompson, Carla	Guidance Counselor
Hobbs, Laura	Instructional Media
Lambert, Chresal	Teacher, ESE
Hossman, Joni	Teacher, K-12
Lambert, Tourischeva	Teacher, K-12
Sykes, Latris	Teacher, K-12
Luther, Maria	Teacher, PreK
Ellis, Emily	Teacher, PreK

Duties

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

The Leadership Team's meeting focus will be centered on two questions: How do we develop and maintain a problem-solving system to bring out the best in students, teachers and school? How do we incorporate more student engagement in the learning process?

The team will meet monthly to engage in the following activities:

Review universal screening data and link to instructional decisions: review progress monitoring data at the grade level and classroom level, and identify students who are meeting/exceeding benchmarks, or who are at the moderate risk or high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

The Leadership Team will meet during the first week of school to analyze data and develop a school-wide instructional plan for students in K-3rd grades. In addition, decisions will be made about instruments to be used to administer diagnostic tools for students scoring below proficiency. A deliberate plan of action will occur during the reading and math block. The leadership team will meet monthly to disaggregate data and change and/or adjust instruction for students going forward. General Education Teachers, Guidance Counselor, Psychologist and Speech Teacher will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 intervention, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

ESE will participate in student data collection, integrate core instructional activities/materials into Tier 2/3 instruction, and collaborate with general education teachers such activities as co-teaching/support facilitation.

The Principal, Guidance Counselor, Primary Specialist and district's Reading and Math Specialist will develop, lead and evaluate school core content standards/programs, as well as identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk", assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

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

The MTSS/Rtl team is comprised of the principal, guidance counselor, speech language pathologist, school psychologist, and teacher as appropriate including ESE and general education. The MTSS/Rtl works together to provide a common vision for support of all students, staff, and families at Lincoln Park Primary School. This team conducts assessments of MTSS/Rtl skills of the school staff, communicates with parents regarding school-based MTSS/Rtl plans and activities. The MTSS/Rtl team participates in the Tier process to provide support and offer strategies to the general education teacher, participates in the collection and interpretation of data, facilitates development of intervention plans, and provides support for intervention fidelity and documentation. The general education teachers provide information about the core instruction, participate in student data collections, deliver Tier I instruction/intervention, collaborate with other staff to implement small group Tier II interventions, and integrate Tier I materials/instruction with individualized Tier II/III activities.

The support facilitation teacher and teacher assistant will push in and pull out of classrooms to support students in reading and math at Tier 2/3 levels. Students will be provided assessments at all grade levels and funds will be used to purchase supplemental instructional materials to support Tier 2/3 instruction.

Title 1, Part A

Total monies = \$35,139

\$22,000 of Title 1 funds are being used to fund classroom supplies

\$1,838 of Title 1 funds are being used for technology

\$6,000 of Title 1 funds are being used for software

\$669 of Title 1 funds are being used for parental involvement activities

\$21,065 of Title 1 School Improvement Initiative is being used for Staff Development

\$29,814 of Title 1 funds are being used to fund a .5 Technology Coordinator

\$61,045 of Title 1 funds are being used to fund a VPK teacher

Title 1, Part C – Migrant

Services for migrant children are provided by the district Level Title 1 office. After thorough review of the Migrant Student Information Exchange (MSIX) System and our local student data base, we have determined that there are 0 migrant students at Lincoln Park Primary School.

Title 1, Part D

Services for neglected and delinquent students are provided by various district managed programs. These services are managed by the Title 1 office. Our school does not serve Title 1, Part D students.

Title II

Professional development is offered at both the school and district level. At the school level, some of the areas of professional development that will be offered is:

Common Core Training

Discovery Education Training

Differentiated Instruction

Beverly Tyner Training

Jan Richardson Training

Daily 5 Training

Technology Integration

Classroom and Behavior Management

Title III

Services for English Language Learners are provided as required by the law. Multiple ESOL centers are provided at various locations throughout the district. Students who do not attend centrally located school-based sites attend their zoned schools where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificates. Our school is not an ESOL Center and we do not serve any ESOL students.

Title X – Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is managed by the District Title 1 Office. One student has been identified as homeless at Lincoln Park.

SAI

\$12,217 of SAI funds are being used for supplies.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling and classroom discussions. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's School Wide Behavior Plan, we provide training for faculty, staff, regarding bullying. The Jeffrey Johnston Stand Up for All Students Act requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school sponsored events, and through school computer networks. In addition, our district has launched the "Bullying" Reporting website where bullies may be reported anonymously.

Nutrition Programs

Our school is committed to continue offering nutritional choices in the cafeteria. This includes salad bar, ala carte items and self-serve options. Our school is a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary aged children.

Housing Programs

This is offered at the district level and overseen by the Title 1 District Office. This program is not applicable to our school.

Head Start

Lincoln Park houses a Head Start program on site that is under the direction of the Escambia County Readiness Coalition. The program has three teachers housed in one building with three classrooms.

Adult Education

Evening programs are offered at our high schools. An ABE/GED program is being promoted in the Lincoln Park school community.

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Cassandra Smith	Principal
Troy Mims	Parent
Amy Mims	Parent
Virginia Jones-Salter	Parent
Sean Salter	Parent
Michelle Kornegay	Parent
Sandra Boykins	Parent
Marketa Pugh	Parent
Lisa Gilkison	Parent
Norman Watson	Business/Community
Darrell Wilson	Business/Community
Eric Johnson	Parent
Karen Myles	Parent
James Dean	Parent
Tenille Wright	Parent
Latreese Freeny	Parent
Tony Allison	Parent
Janie Robin Alison	Parent
Chresal Lambert	Teacher
Linda Wylie	Education Support Employee
Laura Hobbs	Teacher
Maggie Hale	Education Support Employee
Ann Marie Swanson	Education Support Employee
Lisa Cage	Business/Community
Carla Thompson	Teacher
Warnice Wilson	Education Support Employee
Joni Hossman	Teacher
Shaniece Neves	Parent
Ronald Cowell	Parent
Laneisha Johnson	Parent
Alearria Johnson	Parent
Brandi Monaghan	Parent
Crystal Stevens-Cupp	Parent
Gwendolyn Sims	Parent
Sonterria Wooten	Parent
Diana Coronell	Parent
Paul Coronell	Parent
Tara Johnson	Parent

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

The SAC met and reviewed the School Improvement Plan page by page and were invited to provide input, feedback information and offer any changes or additions they thought was necessary to ensure that the school's plan met the needs of students and parents.

Development of this school improvement plan

The principal listened to input from last year's SAC members during the summer. This year's SAC committee will review this plan page by page and offer input and make recommendations for changes.

Preparation of the school's annual budget and plan

The SAC committee met at the end of last school year and reviewed the school's budget. The school's budget and plan is being shared with the SAC committee this year to provide input and make recommendations for changes.

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

Professional Development for Teachers - Whole Brain Teaching - \$5,000.

Professional Books for Teachers - \$1,000

Classroom Libraries (Reading, Math, Language Arts and Social Studies) - \$3,000

Reading subscriptions for students - \$400.00

Instructional Supplies - \$20,000

Instructional Packets for parents to use at home including literature books, books on informational texts, flashcards, manipulatives, writing paper, pencils, crayons, etc. - \$5,000

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Smith, Cassandra	Principal
Thompson, Carla	Guidance Counselor
Hobbs, Laura	Instructional Media
Lambert, Chresal	Teacher, ESE
Hossman, Joni	Teacher, K-12
Lambert, Tourischeva	Teacher, K-12
Sykes, Latris	Teacher, K-12
Luther, Maria	Teacher, PreK

Duties

Describe how the LLT promotes literacy within the school

Promotion of the Accelerated Reading Program

This initiative has been selected to motivate students to read through the use of an incentive program. Participation in the Accelerated Reading Program is expected to promote increased reading fluency, student achievement and a greater desire to read more books. A new media specialist has been hired and a foster grandmother has been placed in the media center to assist students with selecting books, displaying points and awarding prizes.

Funds will be provided within the first 4-6 weeks of school to increase AR collection and books that provide text evidence in Media Center, Media Specialist will monitor AR participation and display results weekly for students to monitor their own progress as well as award points.

Family Literacy Nights

This initiative has been selected to increase the integration of literature in students homes. In addition, this platform provides an opportunity for staff to teach parents reading strategies that will allow them to provide support to their children. This year's Family Literacy Night will feature an emphasis on STEM. Parents and students will participate in more hands-on, make and take activities that integrate literature, science, technology, and math. Participation in the Family Literacy Night event is expected to increase student achievement by initiating and supporting a home-school connection.

Parent Book Club

This initiative has been selected to encourage and motivate parents to engage in literature and model reading for their children. Participation in the Parent Book Club is expected to increase parents desire to read while supporting their child's success in reading. As a result, this initiative is designed to increase parent efficacy and student achievement.

The Principal will engage mothers in a book study.

The ESE Support Facilitation teacher will engage fathers in a book study.

Staff Development and Support for Classroom Teachers

This initiative has been selected to increase teacher efficacy by providing recommendations for staff development to strengthen the instructional delivery model. The expected results of this initiative is to support the development of highly effective teachers that deliver engaging learning activities to increase student achievement.

The district's primary specialist will engage teachers in staff development activities: Beverly Tyner, Jan Richardson and Daily 5. Follow-up classroom walkthroughs and debriefings will occur by the principal and primary specialist along with ongoing professional development and professional learning communities.

Data Disaggregation

Teachers will meet with the principal monthly to disaggregate student data. This initiative has been selected to increase teacher's ability to differentiate by disaggregating data and planning instruction specific to students needs. As a result, this initiative is expected to increase student achievement through differentiation.

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

The principal provides teachers with weekly newsletters so that they will be aware of all upcoming events. The principal requires each grade level to plan lessons a week in advance through collaboration. K-3 Teachers plan together every Monday after students leave. Teachers are then required to extend

their planning during their common planning time if needed. Pre-k teachers plan together on Monday after students leave school. Additional planning time for Pre-k occurs after students leave each day. Staff development will occur for all teachers throughout the school year.

Teachers will engage in professional learning communities throughout the school year:

- district's primary specialist will host a PLC for reading once a month and a PLC for math once a month.
- K-3 teachers will meet as a group and Pre-k teachers will meet as a group monthly to unpack the standards and share best practices.
- The principal will host a book study for all teachers: "Teaching with the Brain in Mind" by Eric Jensen.
- The principal will video "outstanding lesson snippets" during classroom walkthroughs and share them during faculty meeting

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

Hiring in-field teachers. First year teachers are assigned a mentor to assist with teacher retention. The beginning teachers will be paired with an accomplished teacher that has previously worked at different grade levels. The new teachers are also provided the opportunity to meet with the Principal, Primary Specialist, Pre-k Support at district level to seek information. The school recruits from local and state colleges and universities. The District provides support by pairing new teachers with a Consulting Teachers. The ConsultingT teacher will meet with and monitor the new teachers (START teachers) throughout the school year.

Mentee- Emily Ellis (VPK)/School-based mentor -Maria Luther

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

There is one new teacher on staff. The teacher is a VPK teacher. She is assigned to an experienced ESE Pre-k teacher. The teacher chosen as a mentor has more than four successful years of teaching in pre-k. The mentor was chosen because of success with students along with effective and highly effective evaluations. The mentor will assist the new teacher by assisting with creating a student-friendly classroom environment, providing them with pertinent information such as weekly lesson planning by developing a template and providing support with understanding and following the TE's, leading and participating in weekly professional learning communities so that discussion can occur around developmentally appropriate instruction for 4-year old students, students culture, small group instruction and best teaching practices. The new teacher will be provided an opportunity to visit or observe the mentor's classroom and a "super teacher" within the district and discuss best practices observed during the professional learning community meetings. In addition, the mentor teacher is available to provide assistance and guidance with other activities such as planning for field trips and any other school related activities.

The new teacher will receive ongoing support from the Consulting Teacher and attend Great Beginnings district level meetings and workshops.

The new teacher will receive ongoing support and mentoring from the Principal through informal observations, conferencing and feedback.

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

All teachers will engage in "unpacking the standards" throughout the school year during professional learning community time. The Leadership team will meet and look at student data regularly. As a result of the initial meeting, K-3 teachers will be required to implement the Reading Wonders core curriculum program to fidelity. K-3 teachers will be required to implement the Go Math core curriculum program utilizing the district's pacing guide Pre-k teachers will be required to implement the newly adopted "Creative Curriculum" program to fidelity..

Teachers will unpack standards, plan together weekly, engage in a deliberately planned program of instruction as outlined below:

- Administer the Eckwall Shanker Oral Reading Inventory to 3rd grade students scoring below Level 3 on Discovery Education for diagnostic purposes within the first 4 weeks of school and again in January to monitor progress and determine if reading instruction is effective
- Administer DRA2 to 1st grade and 2nd grade students scoring below Level 3 on this year's Discovery Education, administration for 1st and 2nd grade students will continue based on dates outlined for 1st grade by the district's ELA department
- Administer FLKRS to Kindergarten students and DRA2 after 1st the first 9-weeks, 2nd 9-weeks and 3rd 9-weeks to determine if reading instruction is effective
- Prescribe targeted instruction for reading based on results of assessments in flexible group settings, student data will be reviewed monthly by the principal and grade-level teachers to determine if targeted instruction is effective
- Efforts are being made to encourage pre-k to embrace academic accountability, all teachers have participated in months of STEM planning, new white boards and projectors have been installed, new teacher and student computers have been purchased, a Flex Cat system has been placed in every room, and an interactive game purchased for every room, Title 1 has purchased all supplies, teachers will be using a new curriculum this year, Creative Curriculum, teachers are tasked with planning together weekly to develop fun, engaging lessons that integrates their STEM theme throughout the school day, principal will use daily CWT's to monitor student engagement
- Kindergarten will follow an engaging, structured schedule for reading instruction to include whole group Reading w/Wonders, small group instruction that includes Tyner for phonics and phonemic awareness, and Daily 3 Literacy rotations which will consist of independent reading, listening, writing, working with words, Reading Eggs computer-based instruction, Reading Wonders resources, Leap Frog Ultra and Leap Pen
- 1st grade will follow an engaging, structured schedule for reading instruction to include whole group Reading Wonders, small group instruction that includes Tyner for phonics and phonemic awareness, Jan Richardson's Guided Reading for comprehension, and Daily 5 Literacy rotations which will consist of independent reading, listening, writing, working with words, Reading Eggs computer-based instruction for 1st grade, Reading Wonders resources, Leap Frog Ultra and Leap Pen
- 2nd grade will follow an engaging, structured schedule for reading instruction to include whole group Reading Wonders, small group instruction that includes Tyner for phonics and phonemic awareness, Jan Richardson's Guided Reading for comprehension, and Daily 5 Literacy rotations which will consist of independent reading, listening, writing, working with words, Study Island computer-based instruction for 1st grade, Reading Wonders resources, Leap Frog Ultra and Leap Pen
- 3rd grade will follow an engaging, structured schedule for reading instruction to include 15 minutes of word work, Reading Wonders Comprehension, small group instruction that includes, Jan Richardson's Guided Reading for comprehension, Tyner for intensive intervention and Daily 5 Literacy rotations which will consist of independent reading, listening, writing, working with words, Study Island computer-based instruction, Reading Wonders resources, Study Buddy
- Identify 1st – 2nd grade ESE and Level 1 students and administer daily intensive remediation through support facilitation using (SRA Early Interventions in Reading) 3-5 times a week, Kindergarten students will receive support with letter recognition and phonemic awareness, individual student progress will be recorded in student folders by the support facilitation team and reviewed with the principal and grade-level teachers monthly
- Provide funds within the first 4-6 weeks of school to increase AR collection and books that provide text evidence in Media Center, Media Specialist will monitor AR participation and display results

weekly for students to monitor their own progress

- Integrate writing daily during Language Arts block, each grade level is allotted 30 minutes for the writing portion of Language Arts, 3rd grade is allotted 45 minutes, CWT, student work products (T-Charts, paragraphs) and progress will be reviewed monthly
- Use Reading Wonders question 21 for analytical writing in 2nd and 3rd grades, Step Up to Writing T-Charts will be used for pre-writing, teachers will engage students in weekly writing chat to provide feedback and explicit instruction and use as an ongoing diagnostic analysis of reading to determine if they are writing correct phonics patterns targeted in instruction
- The Interactive Science Journal will be used weekly in 3rd grade Science classes to support writing
- Extend math block to 1 hour in K-2 and 1 ½ hours in 3rd grade
- Students in grades K - 3 will be given a Math Performance task each week that incorporates writing about Math (How do I solve this problem . . . How do I write a story to explain this equation)
- Kindergarten will follow an engaging, structured schedule for math instruction to include 15 minutes of whole group instruction, 2 small group rotations consisting of a teacher-led group and Daily 3 rotations. Daily 3 rotations will include technology such as Go Math technology components, Mega Math, Animated Math xtramath.org, , math journals to write about math, minute math, manipulatives and other activities, the math block will conclude with a 15 minute Check for Understanding
- 1st grade will follow an engaging, structured schedule for math instruction to include 15 minutes of whole group instruction, 2 small group rotations consisting of a teacher-led group and Daily 5 rotations. Daily 3 rotations will include technology such as Go Math Technology components, extramath.org, math journals to write about math, Minute Math, manipulatives and other activities, the math block will conclude with a 15 minute Check for Understanding
- 2nd grade will follow an engaging, structured schedule for math instruction to include 15 minutes of whole group instruction, 2 small group rotations consisting of a teacher-led group and Daily 5 rotations. Daily 3 rotations will include technology such as Study Island, extramath.org, math journals to write about math, Minute Math, manipulatives and other activities, the math block will conclude with a 15 minute Check for Understanding
- 3rd grade will follow an engaging, structured schedule for math instruction to include 15 minutes of whole group instruction, 2 small group rotations consisting of a teacher-led group and Daily 5 rotations. Daily 3 rotations will include technology such as Go Math Technology Components, Study Island, xtramath.org math journals to write about math, Minute Math manipulatives , Study Buddy, Flash Master for self-assessment of fluency and monitoring, the math block will conclude with a 15 minute Check for Understanding
- Administer Think Central Common Core online standards based prerequisite math assessment for 1st, 2nd & 3rd grades within the first two weeks of school to identify weaknesses, plan targeted instructions and form small flexible groups and again in January to monitor progress and determine if instruction is effective
- Teachers will follow the district's pacing guide and utilize Think Central's test bank to develop questions based on pacing guide testing schedule
- Develop math fluency calendar at each grade level based on deficiencies identified on prerequisite math assessment, use calendar to ensure that all Grade 3 math standards are taught by February 27th and by April 27th for all other grade levels
- Grade 3 will use www.extramath.org for seven minute fluency practice every morning
- Teachers will use CPALM, Think Central and the new Florida Assessment Website as resources when planning weekly lessons
- Teachers will unpack standards during weekly lesson planning sessions
- Daily 5 will be implemented daily in reading and math, kindergarten will use a Daily 3
- Elementary ELA Specialist, Kelly Aeppli-Campbell will work with 3rd grade monthly (lesson plan review based on student needs, Level 2 "bubble student" support, monitor implementation of standards and reinforce specification training, writing support)
- Elementary Math Specialist, Tammy Barton will work with 3rd grade (frequency TBD). Focus will be on bridging math fluency gap, increasing rigor, implementation of standards and specification support, training teachers on "36 Magic Facts" strategy and focus, assisting with organizing and inventorying

math manipulative kits

- Primary Specialist, Dynita Bufford will work with K-2 weekly as outlined in plan submitted. In addition, she will provide professional development for Beverly Tyner including reviewing videos of best practices, Jan Richardson's Guided Reading and Daily 5 during the month of September. Mrs. Buford will engage teachers in a bi-weekly professional learning community
- Dr. Colo will begin STEM planning sessions with 2nd and 3rd grade after state assessments in April
- Principal has purchased Teachscape program to use with IPAD when performing CWTs, the program allows for immediate feedback to teachers as well as charts and graphs to display engagement and other instructional practices, principal will randomly use IPAD to record CWTs to use for feedback and discussion and to share best practices

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

A Deliberate Plan of action at each grade level to increase students acquisition of knowledge in reading and Math

Students FCAT and Discovery Education data will be used. Students scoring below levels 3 in reading and math will be identified. Students scoring below level 3 in reading in grades 1 and 2 will be administered a placement assessment for EIR and an additional 30-45 minutes of intensive instruction will be provided through the support facilitation model during the reading block. Students in grade 3 will be administered a diagnostic tool for reading, Eckwall Shanker Reading Inventory by the Principal and Guidance Counselor Additional instruction in Tyner will occur through the support facilitation model during the reading block. Classroom teachers will deliver intensive comprehension instruction in Jan Richardson's Guided Reading. All K-3 students will be administered a prerequisite skills test in math from Think Central. Data will be used to develop small groups. Classroom teachers will deliver intensive small group instruction through the core curriculum and the ESE support facilitation teacher will administer additional instruction using a variety of aides including reteach and intervention materials.

The district's primary specialist will train all teachers in Beverly Tyner's Phonics Instruction and Jan Richardson's Guided Reading for Comprehension. In addition, she will provide ongoing reading and math support two days a month through a 1-hour professional learning community as well as scheduled walkthroughs, feedback and monitoring.

The support facilitation teacher will implement push-in and pull-out intensive small group math instruction for 30-60 minutes each day 4 days a week for ESE and low performing general education students.

The support facilitation teacher-assistant will implement push-in and pull-out intensive small group reading instruction for 45 minutes each day 4 days a week for ESE and low performing general education students.

Kindergarten will follow an engaging, structured schedule for reading instruction to include whole group Reading w/Wonders, small group instruction that includes Tyner for phonics and phonemic awareness, and Daily 3 Literacy rotations which will consist of independent reading, listening, writing, working with words, Reading Eggs computer-based instruction, Reading Wonders resources, Leap Frog Ultra and Leap Pen along with the participation of the school's AR Reading Program 1st and 2nd grade teachers will pair. One teacher will deliver intensive instruction through Tyner for phonics and phonemic awareness and the other teacher will deliver intensive instruction through Jan Richardson's Guided Reading for comprehension.

1st grade will follow an engaging, structured schedule for reading instruction to include whole group Reading Wonders, small group instruction that includes Tyner for phonics and phonemic awareness, Jan Richardson's Guided Reading for comprehension, and Daily 5 Literacy rotations which will consist of independent reading, listening, writing, working with words, Reading Eggs computer-based instruction for 1st grade, Reading Wonders resources, Leap Frog Ultra and Leap Pen along with the

participation of the school's AR Reading Program

2nd grade will follow an engaging, structured schedule for reading instruction to include whole group Reading Wonders, small group instruction that includes Tyner for phonics and phonemic awareness, Jan Richardson's Guided Reading for comprehension, and Daily 5 Literacy rotations which will consist of independent reading, listening, writing, working with words, Study Island computer-based instruction for 1st grade, Reading Wonders resources, Leap Frog Ultra and Leap Pen along with the participation of the school's AR Reading Program

3rd grade will follow an engaging, structured schedule for reading instruction to include 15 minutes of word work, Reading Wonders Comprehension, small group instruction that includes, Jan Richardson's Guided Reading for comprehension, Tyner for intensive intervention and Daily 5 Literacy rotations which will consist of independent reading, listening, writing, working with words, Study Island computer-based instruction, Reading Wonders resources, Study Buddy along with the participation of the school's AR Reading Program

Identify Kindergarten, 1st and 2nd grade ESE and Level 1 students and administer daily intensive remediation through support facilitation using (SRA Early Interventions in Reading) 3-5 times a week, Kindergarten students will receive support with letter recognition and phonemic awareness, individual student progress will be recorded in student folders by the support facilitation team and reviewed with the principal and grade-level teachers monthly

Funds will be provided within the first 4-6 weeks of school to increase AR collection and books that provide text evidence in Media Center, Media Specialist will monitor AR participation and display results weekly for students to monitor their own progress as well as award points.

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: After School Program

Minutes added to school year: 360

Beverly Tyner Phonics Instruction Staff Development facilitated by district's Primary Specialist, Dynita Buford.

Strategy Rationale

K-2 teachers will engage students struggling with phonics and phonemic awareness in small group intensive instruction.

ESE support facilitation teacher will engage 3rd grade students struggling with phonics and phonemic awareness in small group intensive instruction.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Smith, Cassandra, csmith22@escambia.k12.fl.us

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

Teachers will engage in a data chat with the principal monthly and will bring data to the meeting. Teacher and principal will review individual student data on curriculum-based assessments as well as quarterly Discovery Education assessments to determine if the strategy is effective.

Strategy: After School Program

Minutes added to school year: 360

Daily 5 Instruction Staff Development facilitated by district's Primary Specialist, Dynita Buford

Strategy Rationale

K-3 teachers will engage students in different activities during rotation of the reading and math block.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Smith, Cassandra, csmith22@escambia.k12.fl.us

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

Teachers will engage in a data chat with the principal monthly and will bring data to the meeting. Teacher and principal will review individual student data on curriculum-based assessments as well as quarterly Discovery Education assessments to determine if the strategy is effective.

Strategy: After School Program

Minutes added to school year: 360

Jan Richardson's Guided Reading and Comprehension Instruction Staff Development facilitated by district's Primary Specialist, Dynita Buford.

Strategy Rationale

Teachers in 1st - 3rd grades will engage struggling students with comprehension in small group intensive instruction.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Smith, Cassandra, csmith22@escambia.k12.fl.us

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

Teachers will engage in a data chat with the principal monthly and will bring data to the meeting. Teacher and principal will review individual student data on curriculum-based assessments as well as quarterly Discovery Education assessments to determine if the strategy is effective.

Strategy: Extended School Day

Minutes added to school year: 600

Principal and K-3 Teachers will "unpack the standards" once a month during PLC.

Strategy Rationale

Teachers need to understand what each standard and share best practices for implementation.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Smith, Cassandra, csmith22@escambia.k12.fl.us

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

Teachers will engage in a data chat with the principal monthly and will bring data to the meeting. Teacher and principal will review individual student data on curriculum-based assessments as well as quarterly Discovery Education assessments to determine if the strategy is effective.

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

Orientation is held for students entering kindergarten to assist families with transitioning from early childhood programs to kindergarten. Kindergarten parent conferences are held to gather information and data to assist with the educational and instructional transition process. Within the first month of school for kindergarten, FLKRS is administered to determine the readiness of each child entering kindergarten.

Activities are planned to promote parent involvement and support kindergarten transition. Some strategies used are parent report card day conferences where parents are presented with activities to support their child at home, Family Literacy Nights and classroom visits.

Lincoln Park is a pre-k - 3rd primary school. Students transitioning to zoned schools after grade 3 will be given an opportunity to visit schools. Receiving schools are using planners and our 3rd grade students will use planners this year. Students will also be using math, science and language art journal to support transition to 4th grade.

Kindergarten registration began in May, 2014.

Orientation was held on August, 14, 2014.

Open House will be held on September 18, 2014.

Quarterly Family Literacy Nights to promote literacy and teach parents strategies to help their child at home will be held on:

October 2014
December 2014
February 2015
April 2015

Parent Report Card Day/Parent-Teacher Conferences will be held on:
October 16, 2014
December 19, 2014
March 13, 2015

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

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

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

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

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 beyond the school day by increasing parent's active participation in parent involvement activities.
- G2.** Increase student engagement by increasing teacher efficacy.

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 beyond the school day by increasing parent's active participation in parent involvement activities. 1a

G041668

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	51.0

Resources Available to Support the Goal 2

- STEM activities & demonstration Make and Take Books Websites that can be accessed from home

Targeted Barriers to Achieving the Goal 3

- Lack of resources in the home.
- Parents want to be supportive - but don't know the best way or how to help

Plan to Monitor Progress Toward G1. 8

Reading Wonders, Go Math & Discovery Education Assessments

Person Responsible

Cassandra Smith

Schedule

Quarterly, from 10/23/2014 to 5/21/2015

Evidence of Completion

Student Assessment Results

G2. Increase student engagement by increasing teacher efficacy. 1a

G041669

Targets Supported 1b

Indicator	Annual Target
Highly Qualified Teachers	100.0

Resources Available to Support the Goal 2

- Principal
- District's Primary Specialist
- District's Reading and Math Specialist
- Common Planning Time
- Grade-level Planning
- Professional Learning Communities
- Budget to support Staff Development
- Experienced Teachers Hired this School Year

Targeted Barriers to Achieving the Goal 3

- Teachers Efficacy - Teachers Require Additional Training and Planning Time

Plan to Monitor Progress Toward G2. 8

Classroom walkthroughs will be used to determine if goal is effective.

Person Responsible

Schedule

On 5/21/2015

Evidence of Completion

Weekly Classroom Walkthroughs Forms

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 beyond the school day by increasing parent's active participation in parent involvement activities. **1**

 G041668

G1.B1 Lack of resources in the home. **2**

 B101137

G1.B1.S1 Parents and students will be invited to attend a school sponsored Family Literacy Night with an emphasis on STEM each 9-week. Hands-on, minds on activities will be planned. **4**

 S112378

Strategy Rationale

During Family Literacy Night last school year, students were active participants. During this school year, activities will be planned around STEM that will allow both parents and students to become active participants.

Action Step 1 **5**

Family Literacy Nights will be held during each 9-week grading period (4 times a year). This year's focus will be on STEM. Parents will be asked to work with their child on activities.

Person Responsible

Cassandra Smith

Schedule

Quarterly, from 10/23/2014 to 5/21/2015

Evidence of Completion

Agenda and Sign-in

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Providing resources for parents to use at home.

Person Responsible

Laura Hobbs

Schedule

Quarterly, from 10/16/2014 to 5/21/2015

Evidence of Completion

Agenda, Sign-in, Photographs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Discovery Ed Benchmark Assessments, Reading Wonders Benchmark Assessments, Go Math Benchmark Assessments

Person Responsible

Cassandra Smith

Schedule

Quarterly, from 10/23/2014 to 5/21/2015

Evidence of Completion

Student results of Assessments

G1.B1.S2 Parents will be provided an opportunity to participate in make and take activities. A-Z subscription will be purchased so that parent and students can make books together to read together while at Family Literacy Night and to take home and read. 4

 S112379

Strategy Rationale

Providing resources in the home will encourage parents to interact with their child at home.

Action Step 1 5

Parents will have an opportunity to make books to read to their child during Family Literacy Night. The book can be taken home. Parent and child can request additional books from the school

Person Responsible

Laura Hobbs

Schedule

Quarterly, from 10/16/2014 to 5/29/2015

Evidence of Completion

Agenda, Sign-in Sheets, Photographs

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Observing the step and the finished products.

Person Responsible

Schedule

Quarterly, from 10/23/2014 to 5/21/2015

Evidence of Completion

Sign-in sheets and photographs

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

San Diego Quick Assessment.

Person Responsible

Schedule

Quarterly, from 10/1/2014 to 5/21/2015

Evidence of Completion

Student Data

G1.B1.S3 A lab will be set up with different websites such as Starfall, Award Reading, Reading Eggs, Study Island, Xtramath, Kahn Academy and others. Teachers will allow students to show parents how they are able to work on selected website. 4

 S112380

Strategy Rationale

Providing parents an opportunity to preview the educational website will encourage them to allow their child to spend time on the website while at home if they have internet access.

Action Step 1 5

Introduce parents to websites students are working on during the school year.

Person Responsible

Cassandra Smith

Schedule

Quarterly, from 10/23/2014 to 5/21/2015

Evidence of Completion

Sign-in sheets, photographs

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Teachers will allow students to log onto websites and explain to parents what they are doing.

Person Responsible

Laura Hobbs

Schedule

Quarterly, from 10/23/2014 to 5/21/2015

Evidence of Completion

Sign-in sheets and photographs

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Discovery Education Benchmark data will be collected and analyzed.

Person Responsible

Schedule

Quarterly, from 10/23/2014 to 5/21/2015

Evidence of Completion

Student Benchmark data, Agendas & Sign-in sheets

G1.B2 Parents want to be supportive - but don't know the best way or how to help **2**

 B101139

G1.B2.S2 During Parent Report Card Day conferences, students will attend the conference. Teachers will share data (assignments, assessments, grades) and Discovery Education Assessment results. Students will explain the data in their binders. Students and parents will work together to set goals for the student. The teacher will share strategies that parents can use to work with their child at home. **4**

 S112383

Strategy Rationale

Parents viewing the data and participating in the goal setting will encourage them to assist with their child's education while at home.

Action Step 1 **5**

Parents will be invited to Parent Report Card Day conference.

Person Responsible

Cassandra Smith

Schedule

Quarterly, from 10/16/2014 to 3/13/2015

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S2 **6**

Parent/Teacher conferences will occur.

Person Responsible

Cassandra Smith

Schedule

On 3/12/2015

Evidence of Completion

Sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Parent Participation in events

Person Responsible

Cassandra Smith

Schedule

On 3/12/2015

Evidence of Completion

Sign-in sheets

G2. Increase student engagement by increasing teacher efficacy. 1

 G041669

G2.B1 Teachers Efficacy - Teachers Require Additional Training and Planning Time 2

 B107619

G2.B1.S1 Provide targeted staff development for small group instruction, guided reading comprehension and math. 4

 S120728

Strategy Rationale

This strategy for chosen to empower teacher to ignite students passion for learning while increasing oral reading fluency, strong comprehension skills and increased critical thinking skills while strengthening their delivery of engaging math instruction.

Action Step 1 5

Beverly Tyner's Small Group Instruction to Increase Phonics and Phonemic Awareness

Person Responsible

Cassandra Smith

Schedule

Biweekly, from 9/3/2014 to 5/21/2015

Evidence of Completion

Classroom Walkthroughs, Informal Observations and Student Assessments

Action Step 2 5

Jan Richardson's Guided Reading for Comprehension

Person Responsible

Cassandra Smith

Schedule

Biweekly, from 9/16/2014 to 5/21/2015

Evidence of Completion

Classroom Walkthroughs, Informal Observations and Student Assessments

Action Step 3 5

Magical Math

Person Responsible

Cassandra Smith

Schedule

Biweekly, from 9/17/2014 to 5/21/2015

Evidence of Completion

Classroom Walkthroughs, Informal Observations and Student Assessments

Action Step 4 5

Thinking Maps Training

Person Responsible

Cassandra Smith

Schedule

Biweekly, from 10/22/2014 to 12/5/2014

Evidence of Completion

Classroom Walkthroughs, Informal Observations and Student Assessments

Action Step 5 5

Kagan Cooperative Training

Person Responsible

Cassandra Smith

Schedule

On 11/1/2014

Evidence of Completion

Classroom Walkthroughs, Informal Observations and Student Assessments

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

Principal will perform classroom walkthroughs

Person Responsible

Cassandra Smith

Schedule

Annually, from 10/1/2014 to 5/21/2015

Evidence of Completion

Classroom walkthrough documentation

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

Student Assessments

Person Responsible

Cassandra Smith

Schedule

On 5/21/2015

Evidence of Completion

A spreadsheet will be prepared that will contain student assessment data: Discovery Education Reading and Math and DRA for K - 3rd grades and Dial 3 pre and post assessments for Pre-k

Appendix 1: Implementation Timeline

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

Escambia - 0771 - Lincoln Park Elementary School - 2014-15 SIP

Lincoln Park Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Family Literacy Nights will be held during each 9-week grading period (4 times a year). This year's focus will be on STEM. Parents will be asked to work with their child on activities.	Smith, Cassandra	10/23/2014	Agenda and Sign-in	5/21/2015 quarterly
G1.B1.S2.A1	Parents will have an opportunity to make books to read to their child during Family Literacy Night. The book can be taken home. Parent and child can request additional books from the school	Hobbs, Laura	10/16/2014	Agenda, Sign-in Sheets, Photographs	5/29/2015 quarterly
G1.B1.S3.A1	Introduce parents to websites students are working on during the school year.	Smith, Cassandra	10/23/2014	Sign-in sheets, photographs	5/21/2015 quarterly
G1.B2.S2.A1	Parents will be invited to Parent Report Card Day conference.	Smith, Cassandra	10/16/2014	Sign-in sheets	3/13/2015 quarterly
G2.B1.S1.A1	Beverly Tyner's Small Group Instruction to Increase Phonics and Phonemic Awareness	Smith, Cassandra	9/3/2014	Classroom Walkthroughs, Informal Observations and Student Assessments	5/21/2015 biweekly
G2.B1.S1.A2	Jan Richardson's Guided Reading for Comprehension	Smith, Cassandra	9/16/2014	Classroom Walkthroughs, Informal Observations and Student Assessments	5/21/2015 biweekly
G2.B1.S1.A3	Magical Math	Smith, Cassandra	9/17/2014	Classroom Walkthroughs, Informal Observations and Student Assessments	5/21/2015 biweekly
G2.B1.S1.A4	Thinking Maps Training	Smith, Cassandra	10/22/2014	Classroom Walkthroughs, Informal Observations and Student Assessments	12/5/2014 biweekly
G2.B1.S1.A5	Kagan Cooperative Training	Smith, Cassandra	11/1/2014	Classroom Walkthroughs, Informal Observations and Student Assessments	11/1/2014 one-time
G1.MA1	Reading Wonders, Go Math & Discovery Education Assessments	Smith, Cassandra	10/23/2014	Student Assessment Results	5/21/2015 quarterly
G1.B1.S1.MA1	Discovery Ed Benchmark Assessments, Reading Wonders Benchmark Assessments, Go Math Benchmark Assessments	Smith, Cassandra	10/23/2014	Student results of Assessments	5/21/2015 quarterly
G1.B1.S1.MA1	Providing resources for parents to use at home.	Hobbs, Laura	10/16/2014	Agenda, Sign-in, Photographs	5/21/2015 quarterly
G1.B1.S2.MA1	San Diego Quick Assessment.		10/1/2014	Student Data	5/21/2015 quarterly
G1.B1.S2.MA1	Observing the step and the finished products.		10/23/2014	Sign-in sheets and photographs	5/21/2015 quarterly
G1.B2.S2.MA1	Parent Participation in events	Smith, Cassandra	10/16/2014	Sign-in sheets	3/12/2015 one-time
G1.B2.S2.MA1	Parent/Teacher conferences will occur.	Smith, Cassandra	10/16/2014	Sign-in sheets	3/12/2015 one-time
G1.B1.S3.MA1	Discovery Education Benchmark data will be collected and analyzed.		10/23/2014	Student Benchmark data, Agendas & Sign-in sheets	5/21/2015 quarterly
G1.B1.S3.MA1	Teachers will allow students to log onto websites and explain to parents what they are doing.	Hobbs, Laura	10/23/2014	Sign-in sheets and photographs	5/21/2015 quarterly
G2.MA1	Classroom walkthroughs will be used to determine if goal is effective.		10/1/2014	Weekly Classroom Walkthroughs Forms	5/21/2015 one-time
G2.B1.S1.MA1	Student Assessments	Smith, Cassandra	10/1/2014	A spreadsheet will be prepared that will contain student assessment data: Discovery Education Reading and Math and DRA for K - 3rd grades and Dial 3 pre and post assessments for Pre-k	5/21/2015 one-time
G2.B1.S1.MA1	Principal will perform classroom walkthroughs	Smith, Cassandra	10/1/2014	Classroom walkthrough documentation	5/21/2015 annually

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.

G1. Increase parent involvement beyond the school day by increasing parent's active participation in parent involvement activities.

G1.B1 Lack of resources in the home.

G1.B1.S2 Parents will be provided an opportunity to participate in make and take activities. A-Z subscription will be purchased so that parent and students can make books together to read together while at Family Literacy Night and to take home and read.

PD Opportunity 1

Parents will have an opportunity to make books to read to their child during Family Literacy Night. The book can be taken home. Parent and child can request additional books from the school

Facilitator

Teachers

Participants

Parents & Students

Schedule

Quarterly, from 10/16/2014 to 5/29/2015

G2. Increase student engagement by increasing teacher efficacy.

G2.B1 Teachers Efficacy - Teachers Require Additional Training and Planning Time

G2.B1.S1 Provide targeted staff development for small group instruction, guided reading comprehension and math.

PD Opportunity 1

Beverly Tyner's Small Group Instruction to Increase Phonics and Phonemic Awareness

Facilitator

Dynita Bufford, District's Primary Specialist

Participants

K-3 Teachers & Principal

Schedule

Biweekly, from 9/3/2014 to 5/21/2015

PD Opportunity 2

Jan Richardson's Guided Reading for Comprehension

Facilitator

Dynita Bufford, District's Primary Specialist

Participants

K-3 Teachers & Principal

Schedule

Biweekly, from 9/16/2014 to 5/21/2015

PD Opportunity 3

Magical Math

Facilitator

Dynita Bufford, District's Primary Specialist

Participants

K-3 & ESE Teachers

Schedule

Biweekly, from 9/17/2014 to 5/21/2015

PD Opportunity 4

Thinking Maps Training

Facilitator

Thinking Maps Consultant

Participants

K-3 & ESE Teachers

Schedule

Biweekly, from 10/22/2014 to 12/5/2014

PD Opportunity 5

Kagan Cooperative Training

Facilitator

Kagan Consultant

Participants

Pre-K, K-3 & ESE Teachers

Schedule

On 11/1/2014

Technical Assistance Items

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

G1. Increase parent involvement beyond the school day by increasing parent's active participation in parent involvement activities.

G1.B1 Lack of resources in the home.

G1.B1.S1 Parents and students will be invited to attend a school sponsored Family Literacy Night with an emphasis on STEM each 9-week. Hands-on, minds on activities will be planned.

PD Opportunity 1

Family Literacy Nights will be held during each 9-week grading period (4 times a year). This year's focus will be on STEM. Parents will be asked to work with their child on activities.

Facilitator

Participants

Schedule

Quarterly, from 10/23/2014 to 5/21/2015

Budget Rollup

Summary

Description	Total
Goal 1: Increase parent involvement beyond the school day by increasing parent's active participation in parent involvement activities.	0
Goal 2: Increase student engagement by increasing teacher efficacy.	19,600
Grand Total	19,600

Goal 1: Increase parent involvement beyond the school day by increasing parent's active participation in parent involvement activities.

Description	Source	Total
B1.S2.A1 - A-Z subscription will be purchased for Laura Hobbs, Media Specialist to use as a make and take activity with parents during Family Literacy Night	Title I Part A	0
Total Goal 1		0

Goal 2: Increase student engagement by increasing teacher efficacy.

Description	Source	Total
B1.S1.A1 - Funds spent on books and materials to build instructional binders and teacher stipends for attending training.	School Improvement Funds	2,000
B1.S1.A2 - Funds spent for books, supplies and teacher stipend for attending training.	School Improvement Funds	1,000
B1.S1.A3 - Teacher stipends for attending training	School Improvement Funds	600
B1.S1.A4 - Funds will be spent on facilitated training and teacher stipends.	School Improvement Funds	10,000
B1.S1.A5 - Funds spent on facilitated training and teacher stipends.	School Improvement Funds	6,000
Total Goal 2		19,600