

Lincoln High School



2014-15 School Improvement Plan

Lincoln High School

3838 TROJAN TRL, Tallahassee, FL 32311

[no web address on file]

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

23%

Alternative/ESE Center

No

Charter School

No

Minority

44%

School Grades History

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

School Board Approval

This plan was approved by the Leon 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 educational setting at Lincoln High School fosters flexible, comprehensive, and challenging academic and extra-curricular programs which maximize each student's potential. Lincoln graduates will be productive, contributing members of society who have a strong sense of personal responsibility, a sense of national citizenship, a life-long love of learning, and a respect for the diverse contributions of all.

Provide the school's vision statement

Our Beliefs are

- to recruit and retain enthusiastic, highly-qualified faculty and staff members who are dedicated to creating an environment where all students can learn and are valued.
- to provide the highest quality academic instruction possible.
- to create a well-balanced learning community that encourages students to utilize critical thinking skills in problem solving and to develop time management skills to accomplish goals.
- to model and encourage, for students, a love of life-long learning, a sense of personal responsibility, and a respect for each other.
- to ensure that every student graduating from Lincoln has been given the opportunity to explore career and educational options and has been given guidance in making his/her postsecondary decisions.
- to prepare students to become proactive, productive citizens willing to improve their society as a whole.
- to encourage students to become citizens by volunteering in the community. Participation in this endeavor will allow them to develop leadership skills, an appreciation for all segments of society, and a knowledge that they can make a contribution to the well-being of the community at large.

School Environment

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

Lincoln High School utilizes meetings throughout the school year with all stakeholders to build and improve relationships. This includes our grade level meetings with administrators, orientation, open house, grade level parent nights, and monthly faculty professional development meetings. Students are also recognized throughout the year in ceremonies and events organized by our community and business partners.

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

Lincoln High School employs one assistant principal for discipline, two deans, five guidance counselors, and four aides to monitor and support campus safety and security. In addition to hall monitors and aides, each faculty member shares the responsibility of lunch duty once per week. This sets up 25-30 additional points of supervision across campus during the lunch period. All students, faculty, and staff receive annual and ongoing training on bullying awareness, sexual harassment, online safety, and emergency procedures. There are procedures in place for reporting harassment/bullying, peer mediation, risk assessment, and emergency response.

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

County policies dictate a standardized procedure for attendance and discipline concerns that are followed by Lincoln High School. Discipline is initiated by the teacher both directly with the student and guardians. If a resolution is not met, the remaining support staff follow appropriate procedures.

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

Lincoln employs five guidance counselors, assigned specific portions of our student body, who provide counseling and student services. Lincoln High School encourages community partnerships with both academic and social/emotional agencies to work with our student body.

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

The Lincoln High School MTSS Team will meet at various points throughout the school year, when necessary, to discuss student attendance, behavior, and academic struggles. This committee will help determine appropriate actions for students who require additional accommodations/scenarios for success.

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
	9	10	11	12	
Attendance below 90 percent	10	9	11	13	43
One or more suspensions	7	4	8	5	24
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	48	50	0	0	98

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	20	19	17	16	72

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

The Lincoln High School MTSS Team will meet at various points throughout the school year, when necessary, to discuss student attendance, behavior, and academic struggles. This committee will help determine appropriate actions for students who require additional accommodations/scenarios for success.

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?

No

PIP Link

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

Description

Improve access to Lincoln by way of list serve, parent portal, the Lincoln Log, teacher website links, and our school website and app for smartphones.

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

Lincoln High School's School Advisory Council (SAC) meets quarterly. The SAC is comprised of community business partners, parents, teacher, administrators, students, and non-instructional staff members. Meetings are designed to ensure that all stakeholders are well informed of ways to support the school and stay informed of the achievement of students at Lincoln High School.

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
Burch, Allen	Principal
Demps, Arva	Assistant Principal
Koerner, Jason	Assistant Principal
Wilson, David	Assistant Principal
O'Halloran, Paul	Dean
Salters, Dimitric	Dean

Duties

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

Dr. Burch is supported by three assistant principals and two deans:

- Jason Koerner, Assistant Principal of Curriculum
- Arva Demps - Assistant Principal of Attendance
- David Wilson - Assistant Principal of Discipline
- Paul O'Halloran - Dean of Students, Athletic Director

- Dimitric Salters - Dean of Students
 The leadership team meets weekly to discuss needs and progress.

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

MTSS/RtI Team will meet at various points throughout the school year, when necessary, to discuss student attendance, behavior, and academic struggles. This committee will help determine appropriate actions for students who require additional accommodations/scenarios for success.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Allen Burch	Principal
Jeremy Denton	Teacher
Dorothy Thagard	Education Support Employee
Tichaona Matewa	Business/Community
April Asker	Parent
Jenny Wilhelm	Parent
Glenn Thomas	Parent
Rhonda Flanagan	Parent
Dwanna Hill	Parent
Tomeka Billingsley	Parent
Hope Williams	Parent
Jack Adkins	Parent
Jane Greenfield	Parent
BillieAnne Gay	Teacher
Lisa Tschieder	Teacher
Danielle Jones	Teacher
Tracey Hall	Teacher
Casey Owens	Student

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 majority of the SIP is developed by teachers and administrators. SAC members are provided a draft copy of the plan for input; they also vote on whether or not to approve the plan. The School Advisory Council will meet regularly to address questions, concerns and suggestions that will improve

the educational atmosphere at Lincoln High School. The LSAC will also review, provide input to the school improvement plan and the midyear report, and approve the use of all school improvement funds.

Development of this school improvement plan

The majority of the SIP is developed by teachers and administrators. SAC members are provided a draft copy of the plan for input; they also vote on whether or not to approve the plan.

Preparation of the school's annual budget and plan

Lincoln High School receives School Improvement funds from the state of Florida, which are allocated to specific programs based on the input from teachers and school advisory council. This council then approves the budget and monitoring of these funds for the upcoming school year as they are directly linked to the school improvement plan goals.

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

In conjunction with Title II and TEC funds, when assigned, the SAC funds will be used for professional development.

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
Haarer, Kelley	Teacher, K-12
Kemper, Lynn	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT's purpose will be to develop and implement a school-wide reading initiative. It will plan activities for Celebrate Literacy Week in January, and it will support the administration's monthly professional development goals as they apply to literacy.

Members: Lynn Kemper (kemperl@leonschools.net), Kelly Haarer (haarer@leonschools.net)

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

Lincoln High School focused professional development funding for the 2014-15 school year to provide planning days for teachers. This allowed teachers to conduct walkthrough observations with the administrative team to improve instructional strategies by identifying and discussing observations. Lincoln High School provides time for planning inside of subject areas by refining the traditional "Faculty

Meeting” dates and times.

iObservation, the county-wide observation program for evaluation purposes, allows for peer teacher evaluations and discussions.

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

To recruit highly-qualified staff, we offer reduced class sizes, attend recruiting fairs, provide all Beginning?Teachers with full-time mentors, and provide all 2nd and 3rd year BTs with lead mentor observer/evaluators. To retain highly-qualified staff, we provide the opportunity to receive intense, sustained, and research-based? professional development both in content and pedagogy in all core subject areas for all teachers. We provide high-quality professional development to full-time mentors in district-wide initiatives and in coaching.

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

New teachers are paired with an experienced teacher with shared population and course load. The administrative team meets with new teachers monthly to discuss topics that improve instruction.

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

Instructional materials are made available by Leon County Schools after a thorough review by district leadership and teacher teams. Lincoln High School administrators conducts walkthroughs and observations of teacher lesson plans throughout the school year.

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

All teachers utilize student data when writing their annual Deliberate Practice Plan. Student data is analyzed throughout the school year, school wide, and at the classroom level. Students may receive assistance in attaining proficiency through our Math lab, peer tutoring, individualized teacher support, or in a formal 504 or IEP plan.

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:

tutoring lab during lunch
office hours with teacher
summer EOC camp
summer math component
one-on-one writing conferences with students
ASCENT tutoring with developing writers
strong writing component for summer reading assignments
homework assignments that require text-based, long-form written responses
data coach
Achieve3000

Strategy Rationale

To provide one on one or small group instruction for students that may be struggling academically.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Burch, Allen, burcha@leonschools.net

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

progress monitoring tests: Alg I, Geometry, and Biology EOCs, Achieve3000, WUR, EOC
AP timed writing scores
Vertical progress monitoring between grades
classroom assessments

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

Lincoln provides various summer programs, for both advanced and remedial students, to increase the skills necessary to be successful in high school. Once at high school, Lincoln provides a rigorous course progression in the core academic areas, as well as several industry certificate-earning electives. Lincoln has partnered with a number of post-secondary institutions to provide information and support for students exploring options after high school.

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

The guidance department works directly with students to develop a productive educational plan. Our guidance department also works with local colleges and universities to provide grade-level specific parent informational meetings.

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

Lincoln High School works closely with core classes and community based schools to offer the following opportunities to students: Lively Aviation Maintenance, business principles, horticulture, early childhood development, culinary arts, DCT, On the Job Training (OJT), Externship, Microsoft Office and Adobe Suite Certifications through technology-based elective courses.

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

Lincoln High School provides six elective courses in which a student has the opportunity to earn industry certification in a number of areas. Lincoln also has an outstanding Advanced Placement program, where over 80% of the graduates take an AP course and over 55% of seniors graduate passing at least one AP exam. Over half of Lincoln's graduates earn Bright Futures scholarships.

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

Lincoln High School has focused their efforts on improving math and reading instruction for our lowest performing students. Efforts include a Reading department with specialized training, pairing of reading and English teachers, a math pull-out teacher, smaller class sizes for our lowest performing students, and teacher training directed at improving study skills for our lowest performing students.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** We will maintain our 2013-2014 school wide scores for the Algebra 1 End of Course Exam for the 2014-2015 school year.
- G2.** 10th grade students will demonstrate adequate growth (As determined by the state) in Reading, Writing, Language, and Listening as measured on the 2014-2015 FSA.
- G3.** We will maintain our 2013-2014 school wide scores for the Biology End-of-Course Test for the 2014-2015 school year.
- G4.**

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. We will maintain our 2013-2014 school wide scores for the Algebra 1 End of Course Exam for the 2014-2015 school year. 1a

G050284

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	60.0

Resources Available to Support the Goal 2

- Algebra Nation

Targeted Barriers to Achieving the Goal 3

- The study of algebraic functions now includes higher order functions, including piecewise defined functions
- 19% of the Algebra EOC is based on Statistics

Plan to Monitor Progress Toward G1. 8

Classroom Observations

Person Responsible

Allen Burch

Schedule

On 5/1/2015

Evidence of Completion

iObservation and observation feedback form.

G2. 10th grade students will demonstrate adequate growth (As determined by the state) in Reading, Writing, Language, and Listening as measured on the 2014-2015 FSA. 1a

G041236

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	67.0

Resources Available to Support the Goal 2

- Achieve 3000
- HMH Collection Textbooks

Targeted Barriers to Achieving the Goal 3

- The standards and assessments are new, test new skills, and dramatically increase accountability in critical reading and in text-based writing.

Plan to Monitor Progress Toward G2. 8

Classroom Observations

Person Responsible

Allen Burch

Schedule

On 5/1/2015

Evidence of Completion

Feedback from HMH and Mr. Greenberg to Lincoln's administrative team. iObservation and observation feedback forms provided to teachers.

G3. We will maintain our 2013-2014 school wide scores for the Biology End-of-Course Test for the 2014-2015 school year. 1a

G041237

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	67.0

Resources Available to Support the Goal 2

- County-based progress monitoring

Targeted Barriers to Achieving the Goal 3

- Students will be asked to read more informational scientific text, interpret data that is expressed graphically, and encounter a broad variation of questions on the state on End-of-Course exam.

Plan to Monitor Progress Toward G3. 8

Classroom Observations

Person Responsible

Allen Burch

Schedule

On 5/1/2015

Evidence of Completion

iObservation and observation feedback forms.

G4. 1a

G041239

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G4. 8

Person Responsible

Schedule

Evidence of Completion

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. We will maintain our 2013-2014 school wide scores for the Algebra 1 End of Course Exam for the 2014-2015 school year. **1**

 G050284

G1.B1 The study of algebraic functions now includes higher order functions, including piecewise defined functions **2**

 B125944

G1.B1.S1 Continuous reviewing of higher order problems. **4**

 S137820

Strategy Rationale

The more exposure students have to this concept, the more comfortable they will become. This is a new topic students have had limited exposure to in the past.

Action Step 1 **5**

Teachers will incorporate higher order problems into instruction.

Person Responsible

Allen Burch

Schedule

On 5/1/2015

Evidence of Completion

Monitored lesson plans and administrative observations

Action Step 2 5

Administrative-led observations

Person Responsible

Allen Burch

Schedule

On 9/22/2014

Evidence of Completion

Participation log and agenda

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

Classroom Observations

Person Responsible

Allen Burch

Schedule

On 5/1/2015

Evidence of Completion

iObservation and observation feedback forms

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

Classroom Observations

Person Responsible

Allen Burch

Schedule

On 5/1/2015


Evidence of Completion

iObservation and observation feedback forms

G1.B2 19% of the Algebra EOC is based on Statistics **2**

 B125962

G1.B2.S1 Teachers will utilize Algebra Nation within their curriculum. **4**

 S137855

Strategy Rationale

Algebra Nation has been adopted statewide to support students in a variety of strands tied to the FSA exam.

Action Step 1 **5**

Administrative led Observations

Person Responsible

Allen Burch

Schedule

On 9/22/2014

Evidence of Completion

Teacher sign in sheets and agenda

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Classroom Observations

Person Responsible

Allen Burch

Schedule

On 5/1/2015

Evidence of Completion

iObservation and observation feedback forms.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Classroom Observations

Person Responsible

Allen Burch

Schedule

On 5/1/2015


Evidence of Completion

iObservation and observation feedback form.


G2. 10th grade students will demonstrate adequate growth (As determined by the state) in Reading, Writing, Language, and Listening as measured on the 2014-2015 FSA. 1

 G041236

G2.B1 The standards and assessments are new, test new skills, and dramatically increase accountability in critical reading and in text-based writing. 2

 B125987

G2.B1.S1 Each quarter, students will write at least one text-based extended response and receive feedback based on available FSA scoring guidelines. In addition, all student will receive standards-based teacher feedback on frequent text-based short-answer responses. 4

 S137873

Strategy Rationale

Exposure to text-based extended response and individualized feedback will improve student skills and better prepare students for the new FSA exam.

Action Step 1 5

ELA teachers will be trained throughout the school year to effectively utilize the HMH Collections material.

Person Responsible

Allen Burch

Schedule

On 5/1/2015

Evidence of Completion

Professional development logs collected by the district

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

Classroom Observations

Person Responsible

Allen Burch

Schedule

On 5/1/2015

Evidence of Completion

Feedback from HMH and Mr. Greenberg to Lincoln's administrative team. iObservation and observation feedback forms provided to teachers.

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

Classroom Observations

Person Responsible

Allen Burch

Schedule

On 5/1/2015


Evidence of Completion

Feedback from HMH and Mr. Greenberg to Lincoln's administrative team. iObservation and observation feedback forms provided to teachers.


G3. We will maintain our 2013-2014 school wide scores for the Biology End-of-Course Test for the 2014-2015 school year. **1**

 G041237

G3.B1 Students will be asked to read more informational scientific text, interpret data that is expressed graphically, and encounter a broad variation of questions on the state on End-of-Course exam. **2**

 B099931

G3.B1.S1 Students will be given more activities which involve more scientific readings, assignments that contain a wide array of question types that cover the state assessment goals , and more graphical analysis of data on homework, test, and quizzes. **4**

 S111201

Strategy Rationale

With the increased demands on assessments, higher order thinking skills must be practiced and effective feedback must be provided on a regular basis.

Action Step 1 **5**

Students will practice EOC questions throughout the school year.

Person Responsible

Allen Burch

Schedule

On 5/1/2015

Evidence of Completion

Teacher lesson plans and administrative observations

Action Step 2 **5**

Administrative led teacher observations

Person Responsible

Allen Burch

Schedule

On 9/22/2014

Evidence of Completion

Teacher sign in sheets and agenda

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom Observations

Person Responsible

Allen Burch

Schedule

On 5/1/2015

Evidence of Completion

iObservation and observation feedback forms.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Classroom Observations

Person Responsible

Allen Burch

Schedule

On 5/1/2105

Evidence of Completion

iObservation and observation feedback forms.

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
G3.B1.S1.A1	Students will practice EOC questions throughout the school year.	Burch, Allen	8/18/2014	Teacher lesson plans and administrative observations	5/1/2015 one-time
G1.B1.S1.A1	Teachers will incorporate higher order problems into instruction.	Burch, Allen	8/18/2014	Monitored lesson plans and administrative observations	5/1/2015 one-time
G1.B2.S1.A1	Administrative led Observations	Burch, Allen	4/1/2014	Teacher sign in sheets and agenda	9/22/2014 one-time
G2.B1.S1.A1	ELA teachers will be trained throughout the school year to effectively utilize the HMH Collections material.	Burch, Allen	6/1/2014	Professional development logs collected by the district	5/1/2015 one-time
G3.B1.S1.A2	Administrative led teacher observations	Burch, Allen	4/1/2014	Teacher sign in sheets and agenda	9/22/2014 one-time
G1.B1.S1.A2	Administrative-led observations	Burch, Allen	4/1/2014	Participation log and agenda	9/22/2014 one-time
G1.MA1	Classroom Observations	Burch, Allen	8/18/2014	iObservation and observation feedback form.	5/1/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Classroom Observations	Burch, Allen	8/18/2014	iObservation and observation feedback forms	5/1/2015 one-time
G1.B1.S1.MA1	Classroom Observations	Burch, Allen	8/18/2014	iObservation and observation feedback forms	5/1/2015 one-time
G1.B2.S1.MA1	Classroom Observations	Burch, Allen	8/18/2014	iObservation and observation feedback form.	5/1/2015 one-time
G1.B2.S1.MA1	Classroom Observations	Burch, Allen	8/18/2014	iObservation and observation feedback forms.	5/1/2015 one-time
G2.MA1	Classroom Observations	Burch, Allen	8/18/2014	Feedback from HMH and Mr. Greenberg to Lincoln's administrative team. iObservation and observation feedback forms provided to teachers.	5/1/2015 one-time
G2.B1.S1.MA1	Classroom Observations	Burch, Allen	8/18/2014	Feedback from HMH and Mr. Greenberg to Lincoln's administrative team. iObservation and observation feedback forms provided to teachers.	5/1/2015 one-time
G2.B1.S1.MA1	Classroom Observations	Burch, Allen	8/18/2014	Feedback from HMH and Mr. Greenberg to Lincoln's administrative team. iObservation and observation feedback forms provided to teachers.	5/1/2015 one-time
G3.MA1	Classroom Observations	Burch, Allen	8/18/2014	iObservation and observation feedback forms.	5/1/2015 one-time
G3.B1.S1.MA1	Classroom Observations	Burch, Allen	8/18/2014	iObservation and observation feedback forms.	5/1/2105 one-time
G3.B1.S1.MA1	Classroom Observations	Burch, Allen	8/18/2014	iObservation and observation feedback forms.	5/1/2015 one-time
G4.MA1	[no content entered]			one-time	

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. We will maintain our 2013-2014 school wide scores for the Algebra 1 End of Course Exam for the 2014-2015 school year.

G1.B1 The study of algebraic functions now includes higher order functions, including piecewise defined functions

G1.B1.S1 Continuous reviewing of higher order problems.

PD Opportunity 1

Administrative-led observations

Facilitator

Allen Burch

Participants

All Lincoln teaching faculty

Schedule

On 9/22/2014

G1.B2 19% of the Algebra EOC is based on Statistics

G1.B2.S1 Teachers will utilize Algebra Nation within their curriculum.

PD Opportunity 1

Administrative led Observations

Facilitator

Allen Burch

Participants

Lincoln Teaching Faculty

Schedule

On 9/22/2014

G2. 10th grade students will demonstrate adequate growth (As determined by the state) in Reading, Writing, Language, and Listening as measured on the 2014-2015 FSA.

G2.B1 The standards and assessments are new, test new skills, and dramatically increase accountability in critical reading and in text-based writing.

G2.B1.S1 Each quarter, students will write at least one text-based extended response and receive feedback based on available FSA scoring guidelines. In addition, all student will receive standards-based teacher feedback on frequent text-based short-answer responses.

PD Opportunity 1

ELA teachers will be trained throughout the school year to effectively utilize the HMH Collections material.

Facilitator

Stu Greenberg

Participants

ELA teachers 9-11 utilizing the HMH Collections material.

Schedule

On 5/1/2015

G3. We will maintain our 2013-2014 school wide scores for the Biology End-of-Course Test for the 2014-2015 school year.

G3.B1 Students will be asked to read more informational scientific text, interpret data that is expressed graphically, and encounter a broad variation of questions on the state on End-of-Course exam.

G3.B1.S1 Students will be given more activities which involve more scientific readings, assignments that contain a wide array of question types that cover the state assessment goals , and more graphical analysis of data on homework, test, and quizzes.

PD Opportunity 1

Administrative led teacher observations

Facilitator

Allen Burch

Participants

Lincoln teaching faculty

Schedule

On 9/22/2014

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: We will maintain our 2013-2014 school wide scores for the Algebra 1 End of Course Exam for the 2014-2015 school year.	3,079
Goal 2: 10th grade students will demonstrate adequate growth (As determined by the state) in Reading, Writing, Language, and Listening as measured on the 2014-2015 FSA.	4,000
Goal 3: We will maintain our 2013-2014 school wide scores for the Biology End-of-Course Test for the 2014-2015 school year.	3,000
Grand Total	10,079

Goal 1: We will maintain our 2013-2014 school wide scores for the Algebra 1 End of Course Exam for the 2014-2015 school year.

Description	Source	Total
B2.S1.A1 - Funding for speakers and substitutes for professional development presentations to faculty.	School Improvement Funds	3,079
Total Goal 1		3,079

Goal 2: 10th grade students will demonstrate adequate growth (As determined by the state) in Reading, Writing, Language, and Listening as measured on the 2014-2015 FSA.

Description	Source	Total
B1.S1.A1 - For student earphones to comply with new testing requirements (FSA)	School Improvement Funds	4,000
Total Goal 2		4,000

Goal 3: We will maintain our 2013-2014 school wide scores for the Biology End-of-Course Test for the 2014-2015 school year.

Description	Source	Total
B1.S1.A1 - Technology resources that will enhance instruction and student engagement (doc cams, tablets, and slates). Funds allocated for teachers who have attended training for the use of such technology.		3,000
Total Goal 3		3,000