Manatee County Public Schools

Lincoln Middle School

2015-16 School Improvement Plan

Lincoln Middle School

305 17TH ST E, Palmetto, FL 34221

www.manatee.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	80%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	F	D

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Manatee County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Monitoring Only	4	Jim Browder

Former F		Turnaround Status
Yes		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Lincoln Memorial Middle School is to Do Right!
The right things,
The right way,
Right now!

Provide the school's vision statement

Lincoln Middle School educators solicit the assistance of stakeholders (parents, and community partners) to assist the children in becoming lifelong learners who are confident, and able to apply learning experiences in authentic social, community, and global occurrences for the new millennium.

School Environment

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

The school learns about student cultures and builds relationships between students, teachers, parents, caregivers, guidance counselor and social workers through providing a safe environment with high expectations for learning. It is important for students to feel a measure of connectedness through fair treatment, having a voice, feeling a sense of closeness to staff and their peers. Moreover, students open portals to who they are as they take ownership of their learning and participate in school culture. Skilled educators understand that (particularly) at-risk students are resilient and therefore, are obligated to make a strategic shift from programs that respond to student deficits to environments that protect and nurture student strengths.

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

Lincoln Middle School creates an environment wherein students feel safe and respected during and after school through maintaining a strong focus on ensuring academic success for each student; a refusal to accept excuses for poor performance; a willingness to experiment with a variety of strategies; intensive and sustained efforts to involve parents and the community; an environment of mutual respect and collaboration; and a passion for continuous improvement and professional growth. Students have the option to participate in various morning clubs (chorus, FFA, Student Council, sports fitness, and cheer team) are a way of expressing gifts and talents. Before and after school hours students are involved in the Boys and Girls Club of America, which provides a variety of activities, as well as credit recovery. Athletics are provided in the Boys and Girls Club and through intramural sports to encourage students to participate in safe activities outside of school hours.

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

Lincoln Middle School has an explicit student management system that allows for counseling, mentoring, timeout, parent communication and SATOSS, and out of school suspension as intervention for behavioral concerns. Furthermore, the RTI team consists of the dean of students,

nurse, reading coach, psychologist, sociologist, ESE instructor, administrators, and guidance counselor who strategize methods to resolve student concerns. Partnerships with community stakeholders allow for "out of the box" interventions to assist (at-risk) students in the redirection of appropriate behavior(s). The S.T.O.P. (student, teacher, on-site support, and parent) team provides ongoing individual support for students in the most need. Additionally, teachers are expected to implement a fair and consistent form of behavior management within their classroom. Finally, students and teachers are supported by administration in all areas of maintaining a classroom environment conducive for optimum instruction and learning.

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 Middle School ensures the social-emotional needs of all students are met through teacher interactions with students, the partnering with community leaders as mentors, support staff, psychologist, sociologist, SRO, guidance, parents, caregivers, and administration.

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

Attendance is tracked through the Attendance Manager, Graduation Enhancement Technician, Dean, and the Home Liaison. For attendance below 90%, the Graduation Enhancement Technician and Home Liaison call student's home or visit student's home to develop individual absentee interventions. There are no students who have an attendance rate of less than 93%. Parents are notified of student's absence via automated phone call home. Truancy officials are notified via phone call when student is 9 days truant.
1 or more suspensions are tracked by the Student Management Coordinator, in efforts to build rapport, encourage positive behaviors, and determine student need.
Course failures (in any core course that will be a barrier to promotion) are tracked by the Counselor, Assistant Principal, and the Credit Recovery teacher in efforts to educate students and provide students with opportunities to recovery credits needed.
Students scoring level 1 on the statewide, standardized assessments in ELA/math will be monitored on a weekly basis through non-punitive, formative evaluations. Students will be placed in intensive reading/math classes to include tutoring of weak areas.
Data indicating weaknesses in the ELA/math area will be assessed by a team of teachers, RTI team, administration, and guidance counselors to design strategies to bring about academic success for individual and specific groups of students.

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
	6	7	8	
Attendance below 90 percent	0	0	0	
One or more suspensions	1	4	1	6
Course failure in ELA or Math	0	5	16	21
Level 1 on statewide assessment	50	74	103	227
Course failure in any core	0	10	27	37

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	1	10	26	37

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

Lincoln employs the following intervention strategies to improve the academic performance of students identified by the early warning system:
Students who have been identified on the "D/F" failure list for ELA/math courses will be individually counseled regarding specific, individualized intervention strategies, and be provided tutoring. Parents and caregivers will be informed by guidance counselors, teachers, and the RTI team with strategies to assist children at home. Students will be monitored weekly with formative and summative assessments within the content area environment to identify and track individual strengths and weaknesses.
Lincoln will implement the S.T.O.P (Students - Teachers - Other support - Parent) program to decrease the number of failing students. This team meets every three weeks to review and adjust the student's progress as determined by the academic and attendance progress of the student.

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/184664.

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

Lincoln Middle School builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement through merchandising of banner sales displayed on the fence bordering the school campus. Additionally, a vender marketing frozen ice to students after school provides 30% of sales; and purchases a banner for $350.00 to be renewed annually to further advertise the product. Volunteers are solicited, either former staff members, parents or community leaders to participate in car washes to raise funds for FFA. Monthly SAC/PTO meetings are used to inform, educate, and engage parents and community in school activities. Local businesses and vendors work with school personnel to promote agricultural classes. Renaissance is a celebration recognizing students and teachers for accomplishments in the classroom. Donations are made by neighboring businesses and parents to aid the program. Parents are invited to share opinions related to decisions made regarding student fund raising etc.

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:

Name	Title
Hundley, Eddie	Principal
Shannon, Debora	Instructional Coach
Miranda, Francisco	Dean
Clark, Michelle	Assistant Principal

Duties

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

Administrators (Eddie Hundley, Principal and Michelle Clark, Assistant Principal): Provide a common vision for the use of data-based decision-making, ensures that the school-based team implements MTSS standards/benchmarks, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional learning to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Reading Coach/ELA Coach (Debora Shannon): Serves as Reading and ELA Coach/Parent Involvement Program/and Fair Testing coordinator of the leadership team. Provides support to teachers/students/parents in the capacity of a liaison between teams, teachers, administration, and district personnel.

Assists in the collection, analysis, and interpretation of academic and behavioral data. Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1,Tier 2, and Tier 3 intervention plans. Working with community to bring about cohesiveness through open communication, shared decision making, and business partnerships.

Student Services Personnel (Tammila Smith): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Moreover, guidance and counseling services are provided regarding social and personal concerns as well as providing academic scheduling for each student. In addition to providing interventions, school social workers continue to link child-serving and community

agencies to the school's and families who support the child's academic, emotional, behavioral, and social success.

Dean of Students(Francisco Miranda): Provides positive discipline strategies for students. Is responsible for the Do Right Minute which broadcasts after the morning announcements. This broadcast focuses on anti-bullying, d making positive academic and lifestyle choices that correlates with Lincoln Middle School's mission and vision statements. As a soccer coach, an extension of the school to the community is important for building and maintaining meaningful dialogue and rapport with interested stakeholders. He works with the leadership members to bring about safety to the students and staff through executing monthly drills (fire, tornado, lock down etc.)

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/RtI Team meets monthly or bi-weekly as needed to discuss data associated with students' needs

for academic and behavior support. The team discusses individual students, support systems in place and needed to ensure student academic and behavior success. As an integral part of the MTSS/RtI Leadership

Team, the administrative team discusses, reviews, revises, and further develops the School Improvement

Plan. Upon revision of the plan, MTSS/RtI team members will help facilitate professional development when

presenting processes and procedures aligned with the overall goal of MTSS/RtI as related to the School

Improvement Plan.

In addition, the RtI Leadership Team partners with other school teams (i.e. Literacy Leadership Team, Academic Teams, Administrative Team, etc.) to combine efforts of implementing goals and strategies to

promote student academic and behavioral success. It is worth noting that individuals on other teams (specifically team leaders) are consulting members to the MTSS/RtI Leadership Team.

Title I, Part A

Title I funds will be used to provide remediation for Lincoln Middle's students to increase academic achievement. Funds will also be used for additional professional learning for teachers with regard school-wide

instructional focus, assessments, progress monitoring, curriculum and other best practices.

Title I, Part C- Migrant

Lincoln Middle offers a migrant homework help sessions before school each morning. Lincoln also offers

summer school enrichment for migrant students. Lincoln is provided with a Migrant Home-School Liaison who offers specific programs and resources for migrant students.

Title II

This is used to provide additional professional learning for teachers.

Title III

Lincoln is provided with a Home-School Liaison.

Title X- Homeless

The School District of Manatee County has a Project H.E.A.R.T. program and a District Social Worker. Project H.E.A.R.T. and the social worker's collective efforts provide services for homeless students.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide tutoring and materials for the instruction of struggling students.

Violence Prevention Programs

Lincoln participates in an anti-Bullying program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Eddie Hundley	Principal
Michelle Clark	Education Support Employee
Antonio Alves	Teacher

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

During September meeting of SAC members, there is a comprehensive review of the prior years' goals. During this review, it is determined if goals were met as well as if they should be continued during the current school.

Development of this school improvement plan

The SAC met at the end of the 2014-2015 year and discussed issues that they felt needed to be addressed for the 2015-2016 school year. Those concerns were put into the goals of the SIP plan for the following school year. The SIP will be presented to the SAC for approval for this year.

Preparation of the school's annual budget and plan

Information regarding allocated funds are shared with the SAC committee during first qtr. meetings. Plans for the intended use of funds such as title 1, remediation, etc. is shared with the committee with the opportunity for feedback, discussion, and modifications.

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

Funds to be used this year include teacher professional development and supplemental ELA and Math resources. Funds will also be use for food for parents at conference nights and parent workshops throughout the year.

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:

Name	Title
Hundley, Eddie	Principal
Shannon, Debora	Instructional Coach
Clark, Michelle	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team's major initiative this year will be addressing literacy needs through monthly
professional learning. Administrative observation and teacher discussion indicate dual areas negatively impacting quality literacy instruction for students. Administrative observations indicate teachers' insufficient use of literacy strategies as the greatest challenge for teachers. The current year's goal is to address the need of literacy through presentations of specific research-based strategies that teachers can utilize within their
classrooms. Moreover, a second initiative for the Literacy Leadership Team is addressing poor

classroom management during instruction. The goal is to assist teachers in the implementation of best practices in order to develop behavior strategies most conducive for quality instruction and student success.

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 Middle School's strategies for encouraging positive working relationships between teachers, including collaborative planning and instruction involve professional development in the Gradual Release Responsibility Model for lesson plan design. Teachers are encouraged to work with their peers through mentoring, inclusion and partnering in challenging academic situations. Moreover, teachers are involved in the decision making process regarding student strategies and the monitoring of data. Furthermore, teachers are instrumental in the emotional support of meeting the needs of students as they transition into the middle school arena.

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

Lincoln Middle School administration will hire to the school district's plan of recruiting highly-qualified applicants. Interview and consider only highly-qualified applicants. Pair new teachers with experienced teachers.

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

Teachers are paired with veteran teachers of the same discipline that have demonstrated proficiency in the areas of instructional delivery, classroom management, as well as lesson plan design.Welcome Luncheon with administration, mentor and mentee; Classroom preparation - common
board configurations; Weekly Q & A (mentor and mentee); Monthly Q & A (mentee and administrator); Monthly Faculty Meetings - whole group Q & A

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

Lincoln Middle School ensures its core instructional programs and materials are aligned to Florida's standards through utilizing the adopted series/materials. Another program, SuccessMaker is an explicit literacy balanced program designed to improve reading/math skills on the computer and in explicit small group activities.
Data checks are completed weekly to monitor students successes and failures. Plato is a program that assists students (in credit recovery) to obtain specific skill knowledge necessary for becoming proficient in all areas of learning. All texts used are state adopted books approved by the district.

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

Lincoln Middle School uses data to provide and differentiate instruction to meet the diverse needs of students. Students will use strategies to increase understanding of concepts. Modified assignments/ text may be summarized/paraphrased/ presented through power points/and audio systems to assist students having academic challenges while attaining proficient or advanced levels on state assessments. Tiered lessons are a part of successful lesson differentiation and essential understanding of unit concepts within the GRRM. Best Practices may also include graphic organizers, AVID's WICOR, Marzano and CRISS strategies as a part of the Best Practices used for successful instruction and planning.

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: Before School Program

Minutes added to school year: 2,650

The before school program, allows for students to participate in credit recovery while support by a highly qualified teacher.
Students will be allowed to join clubs during the Zero Hour/Jumpstart which allows students to express their
talents in various areas such as sports, choral singing, learning to play the drums, etc.

Strategy Rationale

The strategy rational involves assisting children in becoming academically successful through explicit instruction using Best Practices presented through individual learning styles. Additionally, students will be allowed to recovery academic credit before school, thus, eliminating it during the regular instructional day. Students will then be allowed to have a class change to an elective during the previously scheduled intensive class.
Students are allowed to participate in (Enrichment) clubs before school. Due to schedule constraints and
the need to maintain a high level of academic excellence, students are allowed to take part in enrichment/clubs which allows individual students to have two electives during the academic school day. **There are no schedules changed in this component of the model.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Shannon, Debora, shannond@manateeschools.net

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

Data will be collected through the Plato program, gradebook grades, teacher input. Results will be reviewed, and analyzed to determine instructional strategies necessary to bring about successful remediation of weak areas.

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 Middle School employs the following means of support for students transitioning to middle school:
These are general statements however every child is different and some or all of these steps may be implemented individually or collectively.
• Provide a positive and successful first impression;
• Respond to the needs and concerns of students;
• Support school-initiated family and community partnerships;
• Demonstrate an inviting and supportive and safe environment;
• Have multi-faceted guidance and support structures;
• Build a sense of community by supporting meaningful relationships and learning; and
• Ensure a successful introduction to the middle school experience.

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

School-Wide AVID strategies designed to assist students with study skills necessary to be successful in high school and post secondary schooling. College mentors are provided for AVID students in addition to University banners, pennants, and certificates in the hallways and in front of each classroom.

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

The School has Business Education that provides industry certification in Microsoft Office and Digital Tools. The school also offers courses in Agriscience for grades 6-9, which inclused a High School Agriscience course.

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

Lincoln currently offers Career and technical elective programs including but not limited to those that lead to possible industry certification. These offerings also serve as high interest options for our students and potential students to help stabilize enrollment. These are offered through Business and Agriscience courses.

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 Middle School will continue to offer Honors classes in ELA and Math, and advanced classes in all core subjects in order to present challenging academic experiences for students and preparation for high school. Students will be required to use Best Practices as a part of using strategies to enhance learning. Lincoln is also becoming a partner of Cambridge to accredit Lincoln as a Cambridge Secondary school that prepares students for post secondary education.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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. Decrease the amount of instruction time that students miss due to office discipline referrals by 30% in comparison to 2014 - 2015 referrals

G2. Increase parent involvement and participation in school activities

G3. Increase in student proficiency levels in core subject areas as measured by state assessments

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. Decrease the amount of instruction time that students miss due to office discipline referrals by 30% in comparison to 2014 - 2015 referrals `1a`

🔑 G072128

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	30.0

Resources Available to Support the Goal `2`

- using the alternative to suspension program that is funded through the Jewish Center. The program will be called SATOSS (safe alternative to out of school suspension)
- Continued use of our PBS system (positive behavior system)
- S.T.O.P. program

Targeted Barriers to Achieving the Goal `3`

- Students missing work while they are in timeout
- Same group of students frequently being suspended
- Parents coming into school to sign students up for the SATOSS program

Plan to Monitor Progress Toward G1. `8`

Data chats on student discipline issues and increase/decrease in number of ISS/OSS occurrences.

Person Responsible
Francisco Miranda

Schedule
Monthly, from 9/8/2014 to 5/25/2015

Evidence of Completion
Student Data reports

Plan to Monitor Progress Toward G1. `8`

Discipline Data

Person Responsible
Eddie Hundley

Schedule

Evidence of Completion
Suspension data will be monitored

G2. Increase parent involvement and participation in school activities 1a

Targets Supported 1b

G072129

Indicator	Annual Target
	10.0

Resources Available to Support the Goal 2

- We will be having parent workshops on the 3rd Thursday of every month. Topics include: Organization, Communication, Being a Leader, Building Confidence, Goal Setting, Involvement, Conflict Resolution, Making Good Choices, and Transitioning to the next Level. We will also be incorporating Progress Report and Report card pick-up within these meeting. Food and childcare will also be provided at the parent workshops. We will also try to have parent night at some of the local restaurants near the school.

Targeted Barriers to Achieving the Goal 3

- Parents working and unable to attend functions

Plan to Monitor Progress Toward G2. 8

Collect data from meetings to determine effectiveness

Person Responsible
Debora Shannon

Schedule
On 5/22/2015

Evidence of Completion
parent questionnaire and sign in sheets

G3. Increase in student proficiency levels in core subject areas as measured by state assessments 1a

G072130

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	45.0
FSA Mathematics - Achievement	50.0
FCAT 2.0 Science Proficiency	40.0
Civics EOC Pass	40.0

Resources Available to Support the Goal 2

- On- going progress monitoring (quarterly / mid quarter test)

- Development and administration of common formative assessments

- Scientifically researched instructional delivery model (Gradual Release of Responsibility)

- Targeted and tiered remediation efforts in reading (Corrective reading / I – Ready) and math (acaletics)

- District instructional support personnel

- Reading / Instructional Coach

Targeted Barriers to Achieving the Goal 3

- Researched based lesson plan models are not evident in all classrooms

Plan to Monitor Progress Toward G3. 8

District mid-quarter and quarterly assessments results

Person Responsible
Eddie Hundley

Schedule

Evidence of Completion
Proficiency data from assessments

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. Decrease the amount of instruction time that students miss due to office discipline referrals by 30% in comparison to 2014 - 2015 referrals `1`

🔑 G072128

G1.B1 Students missing work while they are in timeout `2`

🔑 B188064

G1.B1.S1 A calendar will be created for teachers that have students in ISS. Folders will then be sent out by students aides to collect work for students to complete while in ISS `4`

🔑 S199567

Strategy Rationale

This is being done to minimize academic time lost due to time spent in ISS.

Action Step 1 `5`

Implementation of systems for tracking student enrollment in ISS as well as securing relevant work for those serving.

Person Responsible

Schedule

Annually, from 9/1/2014 to 6/22/2015

Evidence of Completion

- Decreased number of students receiving in-school suspension. - Decreased number of students with repeat offenders - Decrease in number of missing assignments resulting from time spent in ISS

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

Student attendance in the STOP program events

Person Responsible

Francisco Miranda

Schedule

Evidence of Completion

Student weekly progress reports and sign in sheets.

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

Review of academic, attendance, and behavior data for all targeted students

Person Responsible

Eddie Hundley

Schedule

Evidence of Completion

Increased academic performance and decreased absenteeism and discipline infractions

G1.B2 Same group of students frequently being suspended 2

🔧 B188065

G1.B2.S1 Have SATOSS coordinator meet with students that frequently are suspended and enroll then in SATOSS program. Once enrolled, coordinator will meet with students on a regular basis and work with them on making better life choices. 4

🔧 S199568

Strategy Rationale

Action Step 1 5

Identify students that are frequent offenders and contact parents to enroll them in the SATOSS program

Person Responsible

Schedule

Evidence of Completion

Report of students enrolled in SATOSS program

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

Ongoing communication between administration, parent liaisons and SATOSS coordinator.

Person Responsible

Schedule

Evidence of Completion

Data reports, meeting notes and agendas

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

Have daily meetings/counseling sessions with students enrolled in SATOSS program

Person Responsible

Schedule

Evidence of Completion

STudent data of OSS incidents

G2. Increase parent involvement and participation in school activities `1`

🔍 G072129

G2.B1 Parents working and unable to attend functions `2`

🔍 B188067

G2.B1.S1 Creating parent workshops on the 3rd Thursday of every month. Some of these workshops will coincide with progress reports and report cards. We will organize a conference night on these days and have parents come in and pick up students progress reports and have meetings with teachers `4`

🔍 S199569

Strategy Rationale

Action Step 1 `5`

Create parent workshop schedule

Person Responsible

Debora Shannon

Schedule

Evidence of Completion

Schedule of Events

Action Step 2 `5`

create conference night schedule and set up and organize food for parents

> **Person Responsible**
>
> Debora Shannon
>
> **Schedule**
>
>
>
> *Evidence of Completion*

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

Schedule parent workshops and do parent call-outs to inform parents of upcoming event

> **Person Responsible**
>
> Debora Shannon
>
> **Schedule**
>
>
>
> *Evidence of Completion*
>
> Parent call-out log, Parent sign-in sheets

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

set-up parent notification system, create sigh-in sheets for parents

> **Person Responsible**
>
> Debora Shannon
>
> **Schedule**
>
>
>
> *Evidence of Completion*
>
> Parent call log and sign in sheets will demonstrate increased numbers of participants

G3. Increase in student proficiency levels in core subject areas as measured by state assessments 1

🔍 G072130

G3.B3 Researched based lesson plan models are not evident in all classrooms 2

🔍 B188073

G3.B3.S1 - Implementation of school-wide lesson plan model (Gradual Release of Responsibility) 4

🔍 S199571

Strategy Rationale

Provides teachers with a standard format for lesson planning that is research based.

Action Step 1 5

Secure professional development on lesson plan writing through the office of school improvement at the district

Person Responsible

Eddie Hundley

Schedule

On 8/13/2015

Evidence of Completion

Teacher attendance roster for summer professional development provided.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Checking of lesson plans weekly via online lesson plan system / classroom walkthroughs

Person Responsible

Eddie Hundley

Schedule

Weekly, from 8/17/2015 to 6/17/2016

Evidence of Completion

The lesson plan program (on-course) records all lessons that are reviewed. Feedback from administration to teachers regarding plans (email)

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Teacher lesson planning and implementation is monitored weekly. Instructional coach provides assistance for those in need of support in the process.

Person Responsible

Debora Shannon

Schedule

Evidence of Completion

Classroom walkthrough data lesson plans found in the on-course lesson plan site

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
G1.B1.S1.A1	Implementation of systems for tracking student enrollment in ISS as well as securing relevant work for those serving.		9/1/2014	- Decreased number of students receiving in-school suspension. - Decreased number of students with repeat offenders - Decrease in number of missing assignments resulting from time spent in ISS	6/22/2015 annually
G1.B2.S1.A1	Identify students that are frequent offenders and contact parents to enroll them in the SATOSS program		Report of students enrolled in SATOSS program	once	
G2.B1.S1.A1	Create parent workshop schedule	Shannon, Debora	8/17/2015	Schedule of Events	monthly
G3.B3.S1.A1	Secure professional development on lesson plan writing through the office of school improvement at the district	Hundley, Eddie	8/10/2015	Teacher attendance roster for summer professional development provided.	8/13/2015 one-time
G2.B1.S1.A2	create conference night schedule and set up and organize food for parents	Shannon, Debora	8/17/2015		one-time
G1.MA1	Data chats on student discipline issues and increase/decrease in number of ISS/OSS occurrences.	Miranda, Francisco	9/8/2014	Student Data reports	5/25/2015 monthly
G1.MA2	Discipline Data	Hundley, Eddie	9/8/2014	Suspension data will be monitored	monthly
G1.B1.S1.MA1	Review of academic, attendance, and behavior data for all targeted students	Hundley, Eddie	8/17/2015	Increased academic performance and decreased absenteeism and discipline infractions	quarterly
G1.B1.S1.MA1	Student attendance in the STOP program events	Miranda, Francisco	8/17/2015	Student weekly progress reports and sign in sheets.	weekly
G1.B2.S1.MA1	Have daily meetings/counseling sessions with students enrolled in SATOSS program		STudent data of OSS incidents	once	
G1.B2.S1.MA1	Ongoing communication between administration, parent liaisons and SATOSS coordinator.		Data reports, meeting notes and agendas	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Collect data from meetings to determine effectiveness	Shannon, Debora	11/20/2014	parent questionnaire and sign in sheets	5/22/2015 one-time
G2.B1.S1.MA1	set-up parent notification system, create sigh-in sheets for parents	Shannon, Debora	8/17/2015	Parent call log and sign in sheets will demonstrate increased numbers of participants	monthly
G2.B1.S1.MA1	Schedule parent workshops and do parent call-outs to inform parents of upcoming event	Shannon, Debora	8/17/2015	Parent call-out log, Parent sign-in sheets	one-time
G3.MA1	District mid-quarter and quarterly assessments results	Hundley, Eddie	9/8/2014	Proficiency data from assessments	annually
G3.B3.S1.MA1	Teacher lesson planning and implementation is monitored weekly. Instructional coach provides assistance for those in need of support in the process.	Shannon, Debora	8/17/2015	Classroom walkthrough data lesson plans found in the on-course lesson plan site	weekly
G3.B3.S1.MA1	Checking of lesson plans weekly via online lesson plan system / classroom walkthroughs	Hundley, Eddie	8/17/2015	The lesson plan program (on-course) records all lessons that are reviewed. Feedback from administration to teachers regarding plans (email)	6/17/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G3. Increase in student proficiency levels in core subject areas as measured by state assessments

G3.B3 Researched based lesson plan models are not evident in all classrooms

G3.B3.S1 - Implementation of school-wide lesson plan model (Gradual Release of Responsibility)

PD Opportunity 1

Secure professional development on lesson plan writing through the office of school improvement at the district

Facilitator

Dr. Pam Craig (instructional support staff)

Participants

Classroom teachers

Schedule

On 8/13/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Implementation of systems for tracking student enrollment in ISS as well as securing relevant work for those serving.	$0.00
2	G1.B2.S1.A1	Identify students that are frequent offenders and contact parents to enroll them in the SATOSS program	$0.00
3	G2.B1.S1.A1	Create parent workshop schedule	$0.00
4	G2.B1.S1.A2	create conference night schedule and set up and organize food for parents	$0.00
5	G3.B3.S1.A1	Secure professional development on lesson plan writing through the office of school improvement at the district	$0.00
		Total:	$0.00