

Alachua County Public Schools

Abraham Lincoln Middle School



2016-17 Schoolwide Improvement Plan

Abraham Lincoln Middle School

1001 SE 12TH ST, Gainesville, FL 32641

<https://www.sbac.edu/lincoln>

School Demographics

School Type and Grades Served
(per MSID File)

Middle School
6-8

2015-16 Title I School

No

2015-16 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

76%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

76%

School Grades History

Year
Grade

2015-16
B

2014-15
A*

2013-14
A

2012-13

**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 was approved by the Alachua County School Board on 10/18/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Abraham Lincoln Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

It is the primary objective of the Lincoln Middle School faculty and staff to prepare students to be successful on the Florida State Assessment, FCAT Science, the district quarterly assessments (AIMS) and EOC for Civics, Geometry, Algebra 1 & 2. We are committed to the success of every student.

b. Provide the school's vision statement.

In conjunction with the SBAC district vision, we will help develop students who have the knowledge, skills, and personal characteristics to be lifelong learners and independent thinkers. Lincoln strives to raise the academic achievement of all students at all levels.

2. School Environment

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

The relationship between teachers, students, and parents is critical. We provide families a warm, safe setting that allows stakeholders to see and feel that we genuinely want to see all of our children succeed. Our teachers are strongly encouraged to build positive rapport with each student and their family through surveys, parent-teacher conferences, data meetings, EPT meetings, telephone conversations, and email. In addition, we hold open house and parent night activities that allow families to meet with their child's teachers.

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

The school creates an environment where students feel safe and respected by building a positive and supportive culture throughout the school. Before and after school, our staff have duty posts located in three areas that students wait to enter/leave the building. During school, teachers actively monitor hall behavior by standing in the hallways during the change of classes in order to deter inappropriate behavior and provide opportunities to interact with students in a less-structured environment. Teachers greet students from the moment they come in contact with them to build a sense of security where students know that they are noticed and cared for. The faculty and staff continuously role-model how to appropriately treat each other with respect through positive interactions. Students are encouraged to treat each other and faculty and staff with respect and compassion through positive reinforcement such as tangible rewards like Terrier Tickets, other prizes and positive praise. Students are informed regularly that they are expected to : manage themselves, follow directions, always try, and respect others. All students are rewarded for adhering to these expectations on a consistent basis.

In-services are held regularly by Deans/Administration as it pertains to student expectations and school safety procedures/concerns.

c. 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.

The Schoolwide behavioral system in place at Lincoln Middle School is focused on Positive Behavioral Support. We try to deal with behavior proactively instead of reactively. We have systems in place that reward and acknowledge positive behavior. Students can earn Terrier Tickets for demonstrating positive behavior including compassion, respect, empathy, and being a good friend and student. When students earn Terrier Tickets, they can use them to purchase school supplies, toiletries, and "fun" items. Students can also use these tickets to "purchase" their way into school social activities (i.e., dances, after-school sports activities, ice cream socials, etc). We have a PBS team that is composed of the counselors, administrators, deans, and specified teachers. The purpose of this committee is to work on providing schoolwide positive behavior support to improve the school culture.

We try to strategically station faculty, staff, and School Resource Officer in high-traffic areas so that there is ample supervision of the students at all times. Our school has purchased and installed over 70 cameras in order to monitor all parts of the school 24 hours a day. We make it well known to our students about our extensive camera system in order to to deter any inappropriate behavior.

Teachers are prepared and ready to teach as soon as the students enter the school building. Quality lesson planning is another step toward behavior management and student engagement followed by quality implementation. Behavioral expectations are displayed in every classroom throughout the school. Teachers discuss these expectations regularly during the school year with students. All teachers have been provided professional development on our schoolwide discipline plan.

We encourage teachers to issue Positive Referrals to students. The purpose is to encourage positive behavior and to reward students for engaging in positive behavior in the classroom, with other students, with teachers and staff, etc.

d. 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.

School Counselors provide individual, small group, and large group classroom guidance. The school counselors implement the Second Step curriculum across all three grade levels. In addition, they discuss the resource "7 Habits of Highly Effective Teenagers" with students.

We are fortunate to partner with CDS Family and Behavioral Health to provide social-emotional support for all students in a program called Project SUCCESS. They provide us with a school-based mental health worker who is assigned to our school for the entire school year. This mental health worker works with student on an individual and small group basis. The goals of the program are to prevent and reduce alcohol, tobacco, and other drug use and to improve school performance. To accomplish these goals, students have the opportunity to participate in additional schoolwide awareness programs, classroom discussions, extracurricular activities, small group, and individual meetings to correct erroneous perceptions about substance use and learn skills to identify and resist social and situational pressure to use substances. Parent meetings and workshops are also available to assist in prevention efforts.

Lincoln works collaboratively with the University of Florida to supply mentors and tutors for as many students who request assistance. Currently, we have tutors and mentors from the UF athletic department, Motiv8, and the College of Education at UF. In addition, we partner with Greenhouse teacher who also supplies us with tutors for our students.

Lincoln partners with the Reichert House. The Reichert House is an after school program designed for youth who are in need of assistance in making the transition from adolescence to adulthood. The Reichert House is operated in a Para Military fashion. The program has a middle school and separate high school component.

The Reichert House offers a combination of discipline, work, and social and recreational activities which foster a balanced environment for those enrolled.

Project Manhood is a mentor program for young males in elementary, middle, and high schools in Alachua County. Our primary objective is to teach students to become productive citizens, resolve conflicts using non-violent techniques, expose students to various life management skills and employment opportunities, visits to colleges and universities in Florida, how to communicate with law enforcement officers, promoting respect for self and women, and education on the legal system and penalties associated with it. They focus on the 9 principles of JBU: Self-Respect, Honoring Family, Universal Appearance, Healthy Lifestyle, Respecting Womanhood, Accepting Accountability, Never Giving Up, Positive Decision Making, and Visionary Goal Setting.

All Stars through Meridian is another group that Lincoln has partnered with this year. Meridian sends counselors over every Wednesday for the entire day. Not only do they conduct a small group that focuses on Conflict Resolution, but they also stay for the remainder of the school day working one-on-one in the classrooms with our lowest quartile of students.

A sampling of the activities and events that occur each year include:

- Academic assistance
- Vocational training
- Etiquette training
- Anger/Stress management techniques and training
- Employment through YES program
- Trips to local institutions and other cities and theme parks in the region
- Nightly meals in a traditional family setting
- Community Service

New this year, we will be implementing the CHAMPS program throughout the school:

- Improve classroom behavior (on-task, work completion, cooperation)
- Establish clear classroom behavior expectations with logical and fair responses to misbehavior
- Motivate students to put forth their best efforts (perseverance, pride in work)
- Reduce misbehavior (disruptions, disrespect, non-compliance)
- Increase academic engagement, resulting in improved test scores
- Spend less time disciplining students and more time teaching them
- Teach students to behave respectfully and to value diversity, thereby reducing cultural differences that may manifest as misbehavior
- Feel empowered and happy to be in the classroom
- Develop a common language about behaviors among all staff
- Create a plan for orienting and supporting new staff
- Reduce staff burnout

CHAMPS projects are custom designed to deliver long-term sustainable training to meet the needs of our school. CHAMPS specialists will deliver professional training to deliver CHAMPS training over time, thereby increasing effectiveness.

We will also be implementing the Sanford-Harmony Program. Sanford Harmony is designed to make a difference in how students think about and treat each other. By promoting positive relationships between students, this framework promotes respect and understanding of differences among all children. The ultimate goal is to improve student cooperation, empathy and mutual respect as well as foster greater inclusion and connectedness.

Sanford Harmony Overview

Fully Developed School-Based Framework

"Meet Up" activities designed to promote whole-class communication and relationship-building
"Buddy Up" activities designed to foster peer-to-peer connection and collaboration
Unit plans and everyday practice guides for teachers
Ideally encompasses the entire school

Teacher and staff professional development
Classroom structures and activities
Focused training for immediate implementation

Minimal demands on teacher and classroom time
Easy to integrate in existing classroom activities

3. Early Warning Systems

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

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

Lincoln Middle School uses readily available real-time data maintained on Infinite Campus, the district School Information System. Nightly, the data is imported to PCG, a contracted vendor, which updates an electronic educator dashboard. The data provides a lens through which Lincoln middle school is able to:

- (1.) identify students at risk of dropping out
- (2.) build a library of specific interventions
- (3.) increase community partnerships and support schools (i.e. System of Care)
- (4.) set goals for student achievement
- (5.) improve student success rates

The district EWS allows teachers individually and Lincoln Middle School to hone-in the following key pieces of data: (1.) Student attendance rate with in a 90 day window, (2.) student referral rates to include but not limited by the following key data fields (referral type, date-location of incident, referring teacher, referral action/resolution, and referral action/solution duration), (3.) student quarterly and semester grades, (4.) and FSA score, state standardized test scores.

The data not only allows provides Lincoln Middle School teachers with just in-time data to intervene and support students at risk, but also provides the Lincoln Middle School leadership with school wide trend data to be used to develop school specific interventions and determine degree of impact over time. The electronic dashboard places into the following warning categories: red, orange, yellow, and green. Furthermore, the dashboards includes student demographic indicators (ethnicity, disability, etc.) by which the teacher and/or school leader can filter and analyze student cohort and or referring trends. Indicator colors categorize students according to number of indicators they satisfy: Red-all 4 indicators, Orange-3 indicators, yellow-2 indicators, green 1 or 0 indicators. Although a student may only be at risk for one indicator only, the dashboard allows the teacher and/or administrator to identify and track the indicators[s] of concern. The dashboard allows indicators to be measured using numbers as well as percentages.

For students meeting the criteria of two or more indicators, Lincoln Middle School will:

- (1.) convene a [child study or behavior team-to meet EWS state S.B 850 requirements], and
- (2.) provide a 10-day notice to parents/guardians to include: purpose, time, location, and opportunity to participate.

The child study/behavior team will document identified indicators and implement the school-wide behavior plan.

Early warning indicators that are utilized at Lincoln are:

Attendance which includes absences, tardies, and early check-out

Suspensions:

In-school - temporary removal from class to a specially designated classroom for part or entire school day

Out of-school - removal from school for a predetermined amount of time based on severity and frequency of offense

Failure of Core content course ELA, Math, and Science

Level 1 score on State Assessment ELA, Math, and Science

Poor scores on District Assessments (AIMS)

Parent Involvement: minimal to no attendance

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	28	28	26	0	0	0	0	82
One or more suspensions	0	0	0	0	0	0	32	46	33	0	0	0	0	111
Course failure in ELA or Math	0	0	0	0	0	0	20	30	45	0	0	0	0	95
Level 1 on statewide assessment	0	0	0	0	0	0	83	99	81	0	0	0	0	263

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	45	60	53	0	0	0	0	158	

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

The school, in conjunction with the University of Florida, provides tutoring for any and all students who are struggling academically. In addition, the school has peer tutoring where we've matched students in our magnet program with students in our mainstream program for additional academic support.

EPT meetings are conducted for any student with 6 or more unexcused absences within a 30 instructional day period. Behavior intervention plans for identified students to decrease classroom disruption and to increase academic performance.

Noble Terriers: This is a mentoring group run by the Assistant Principal, Dean, and SRO. The purpose of this group is to provide guidance and awareness to male students facing academic, social, and emotional challenges. The primary objective is to teach students to become productive citizens, resolve conflicts peacefully, expose students' to various life management skills and employment opportunities, visit educational institutions, receive education on the legal system, and learn how to effectively communicate with law enforcement officers.

Lincoln Ladies: This is a mentoring group run by a School Counselor and the School Psychologist. The purpose of this group is to provide guidance and awareness to female students to promote positive behavior and academic success. The primary objective is to teach students to become

productive citizens, resolve conflicts peacefully, expose students' to various life management skills and employment opportunities.

Champions Training Program: This a mentoring group by Officer Collins of Gainesville Police Department. This is a youth inspired mentor and training curriculum specifically designed around the needs of the organization and each of the participants in the organization. The goal is to equip the students with tools and resources to help them to start to achieve some of their goals, improve their self-image, and to develop positive long-term goals.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

All parents in this school district have online access to Parent Portal in order to monitor their child's academic and behavioral progress. We strongly encourage all of our parents to be members of the PTA, and we have several parent members on the School Advisory Committee. In addition, we have several events throughout the school year that we ask parents to attend. These events include: Family Literacy Night (2 times a year), Open House, Meet the Teacher, Science Night, Numerous Band & Choral performances. Lincoln Middle School provides Agendas to every student. Students use these agendas to keep track of their homework. The Agenda is also a valuable communication tool between teachers and parents. In addition, teachers maintain a class website, so that students and parents can be well-informed about upcoming class requirements and due dates.

2. 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.

Community and local church partnerships provide resources to support the school and student achievement. We partner with the Greenhouse Church which rents part of our facility every Sunday. The Greenhouse Church provides us with financial support and with other support. They provide tutors for our struggling students, participate as a member of our School Advisory Committee, and assist in the upkeep of our facility.

University of Florida students (UF Athletes, Motiv8, and UFLI) provide academic and social-emotional support.

Food for Kids- food filled backpacks for identified families in need.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Strappy, LaTroy	Principal
Becker, Mallory	Assistant Principal
Jones, Marlon	Assistant Principal
Zwilling, Daniel	Dean
Ellerbe, Anterria	Dean
Gano, Jill	School Counselor
Williams, Mary	School Counselor

b. Duties

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

The Principal and Assistant Principals provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTI, conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation (including job-embedded year-long professional development), and communicates with parents regarding school-based RTI plans and activities.

The Lincoln leadership meets regularly to identify and address intervention needs with individual students, grade levels, and also school-wide. Our Students Services Team, Program Improvement Council, and Positive Behavior Support Team help to identify our intervention needs and resources. The school-based leadership team will become "trainer" and "coaches" for the school staff and will be responsible for school-wide implementation of RTI.

2. 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.

Once the leadership team identifies needed interventions, the school improvement plan is constructed based upon those needs. The data collected by our School Advisory Committee, Program Improvement Council, Student Services Team and our PBS team is used to create specific objectives and goals. Using this data, professional development opportunities are provided to faculty to improve their knowledge bases of the material. Data such as AIMS quarterly assessments and Writing Assessments were analyzed and monitored throughout the year to determine areas of concern. Tier 2 groups are set up at the beginning of the year based on data and are revisited throughout the year. Progress is monitored every 4-6 weeks by teachers, guidance counselors, and the School Psychologist. This process helps guide the activities that will be implemented in the SIP to further help students. In addition, students are placed in Intensive Reading and Intensive Language Arts classes based on their FSA scores from the previous year. FSA level 1 and 2 students are placed in these intensive courses.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
LaTroy Strappy	Principal
Janet Shaw	Business/Community
Ryan Beecher	Business/Community
Gary Becker	Parent
Deloris Golston	Business/Community
May Steward	Teacher
Sheri Buchanan	Teacher
Andrea Shaw	Parent
Coralette Burkett	Parent
Frank Washington	Education Support Employee
Rori Becker	Student
Jaron Wilson	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

Our SAC reviewed the data that we shared about our school performance from the previous year and a brainstorming session was held that allowed members to consider what areas of focus to pursue for the present year. SAC members also reviewed our barriers and resources and made comments and suggestions about what should be addressed in our SIP.

b. Development of this school improvement plan

SAC members were consulted with during the preparation of the school improvement plan. SAC reviewed the SIP and made valuable recommendations. We appreciate input from all of our stakeholders as it's valuable to look at our school from many different viewpoints.

c. Preparation of the school's annual budget and plan

The school's annual budget was submitted to the SAC for review, discussion, and suggestions. Feedback and suggestions were encouraged and considered prior to a vote was made to finalize the proposed changes and a final budget was adopted.

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

School Improvement funds will be used to support professional development. Teacher substitute funding was allocated to allow teachers to attend in-service professional development and work in PLCs: \$1,945.00

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Strappy, LaTroy	Principal
Becker, Mallory	Assistant Principal
Tanner, Cynthia	Teacher, K-12
Jones, Marlon	Assistant Principal
Billingsley, Patricia	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

One focus this year is to continue emphasis on writing in our literacy plan. We are using a supplemental writing program called "Wow! I'm a Writer." The author trained our Language Arts teachers, and the teachers have been implementing the program throughout the year showing documentation in their lesson plans. This program has been implemented in addition to their regular curriculum. Due to the fact that there is a new rubric for the Florida State Writing Assessment, teachers will be given appropriate time to unpack the test specs for the writing assessment and to understand the rubric thoroughly.

The team will also be working with teachers, students, parents, and the District Literacy Coach to involve all stakeholders in a collaborative effort to raise student achievement. Our Family Literacy Nights will be one avenue we will use to accomplish this goal. Through these Family Literacy Nights, we will involve the entire community in working towards a literacy-rich environment at Lincoln Middle School.

We will provide the literacy team with frequent opportunities to unpack the FS standards for Language Arts as they are being instructed to deepen teacher understanding of the new standards. We will provide teacher substitutes for all of our Language Arts teachers to meet as a department and unpack the test item specs for the Florida State Assessment.

Our District Coach is assigned to our school 3 days a week to coach all of our READ 180 teachers. The coach will develop several areas of focus with the reading teachers and meet regularly to guide and mentor. The coach will model various research-based strategies, rotating stations and to help the teachers in implementation in the classroom. The district partnered with the Lastinger Center at UF on a coaching model. This district coach will implement the 5 For 5, which is a step-by-step guide for a 5-week coaching partnership utilizing the ACPs Coaching Cycle Model.

D. Public and Collaborative Teaching

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

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

The school provides:

- Common team planning time for teachers
- Schedule collaborative planning days for teachers and coaches by department
- Provide opportunities for teachers to visit other grade level classrooms within their subject area for observation of best practices
- Provide opportunities for teachers to visit other teachers within their grade level for observation of best

practices

- Monthly school/team building activities for all staff
- Staff recognition by leadership team of accomplishments during faculty meetings and on morning news
- School hospitality committee
- Teachers encouraged to provide feedback for professional needs development

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

1. Regular observations and informal meetings with assigned administrator. Principal and Assistant Principals are responsible.
2. Meet with teacher coaches. Coach as assigned is responsible.
3. New Teacher Induction Program. District Staff Development is responsible.
4. Participate in Professional Learning Communities and Lesson Study. Principal and Assistant Principals are responsible.
4. Host interns and practicum students from the University of Florida, Santa Fe College, and St. Leo's.

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

Team Leaders and Department Chairs mentor all new teachers including teachers new to Lincoln. The goal is for them to provide guidance within assigned teams and departments. Team Leaders and Department Chairs take on mentoring roles by providing leadership to their teams and departments through academic discussions, lesson planning, and organizational activities. The Administration is also involved in teacher mentoring to support and engage teachers in the reflective process. Formal observations are completed by all administrators. The Principal will provide evaluations for all beginning teachers, and all administrators conduct regular classroom walk-throughs of all teachers. All new teachers go through the district's Beginning Teachers Orientation Program and receive the appropriate types of assistance and evaluation. Activities related to the program include monthly cohort meetings, weekly meetings with mentor, and observations by mentor teacher.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school provides professional development to help teachers unpack the Florida State standards. Teachers will unwrap standards to ensure understanding of skills in depth so as to be able to provide appropriate instruction of these standards to students. Teachers must be well-versed in the standards in order to differentiate instruction and meet all students at their academic level.

The Leadership team will have teachers take the sample tests to learn how the tests are constructed. Teachers will instruct students on the computer skills necessary to take the Florida State Assessments. Teachers will provide the students ample opportunity to practice test-taking skills on the computers to build confidence and skill level.

b. Instructional Strategies

1. 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.

Administrators and teachers work collaboratively to disaggregate student data. Data from FSA, AIMS, EOCs, Discipline, RTI, Writing Assessments will be disaggregated to determine appropriate class placements, and how to differentiate instruction to meet the needs of all students. We will continue to examine the following data throughout the school year:

AIMS
Writing Assessment
Last year's FSA scores and EOC scores
Weekly discipline reports

2. 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: 5,400

Students engage in peer-tutoring before school for extra assistance in their core subjects. The Lyceum students tutor both Lyceum and major program students. The Lyceum tutors can earn community service hours too.

Strategy Rationale

Some students need additional assistance with their academic subjects. Both the tutor and student being tutored can benefit from this engagement. Students who are tutoring are able to learn the material at a deeper level by having to teach the information to another student.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Becker, Mallory, beckermk@gm.sbac.edu

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

We're monitoring which students are receiving tutoring and how often. We are analyzing their quarterly grades to ascertain effectiveness of the tutoring.

Strategy: After School Program

Minutes added to school year: 17,280

21st Century:

21st CCLC programs support the creation of community learning centers that provide students (particularly those who attend high-poverty and low-performing schools) with opportunities for academic enrichment, personal enrichment, and other activities designed to complement the members of actively participating students through educational and personal development opportunities.

The 21st CCLC grant is authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001.

Purpose and Priorities: 21st CCLC programs provide safe environments for students during non-school hours and may have one or multiple centers/sites which may be located in schools, community facilities, and/or faith-based facilities. All centers must provide a range of high-quality services to support student learning and development, including, but not limited to: tutoring and mentoring, academic enrichment (e.g., homework assistance, reading, math, science, and technology programs), service learning, character education, physical education and recreational activities, and dropout

Strategy Rationale

Students receive enrichment in the following areas: creative writing, health, nutrition, Robotics, sports, gardening, Science, technology, STEAM, mentoring, and tutoring.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Steward, May, stewardml@gm.sbac.edu

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

Student's quarterly progress reports and semester report cards will be analyzed for academic progress. Student attendance records and discipline records will be assessed.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

- Santa Fe showcase for 8th graders.
- Transition meetings with the Elementary School representative for ESE students entering 6th grade.
- Transition meetings with the High School representatives for ESE students entering 9th grade.
- Shadowing opportunities for incoming 6th graders
- Bring in high school representatives that come to discuss their programs with 8th graders
- Career shadowing day
- International Fair Day
- Junior Achievement

b. College and Career Readiness

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

Lincoln's school counselors have designed several events to promote academic and career planning especially with our 8th graders. They take the students to Santa Fe College to show them all of the programs that are offered. They host a parent night for 8th grade parents to come learn about the different high school programs and graduation requirements.

Junior Achievement Day, which brings in representatives from a variety of careers to meet with our students. Teachers conduct fieldtrips to colleges such as FAMU to encourage life-long learners.

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

Students are advised as to which courses will assist them into being accepted into specific high school programs and courses. Students are offered advanced courses to help prepare them for rigorous high school programs.

We provide a technology program where students can obtain certifications in Microsoft Word, Excel, and PowerPoint.

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

We partner with the University of Florida who provides academic tutors.

Technology certifications can be earned in Microsoft Word, Excel, and PowerPoint.

4. 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.

not applicable

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Not Required

B. 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.

Not Required

C. Strategic Goals

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.** Increase percentage of students achieving proficiency based on the 2015-2016 FSA ELA scores. In 2015-2015, 56% of our students were proficient in this area. We would like to increase that percentage to 60%.
- G2.** Increase percentage of students achieving proficiency in mathematics based on the 2015-2016 FSA Math. In 2015-2016, 58% of our students were proficient in this area. We would like to increase that percentage to 62%.
- G3.** In 2016-2017, 90% of students will score a 3.5 or higher on FSA Writing.
- G4.** Our Science Goal is to improve our overall performance for students who score level 3 by 16%. In 2013-2014, 52% of our 8th grade population scored at a Level 3 or higher. In 2014-2015, 53% of our 8th grade population scored at a Level 3 or higher. In 2015-2016, 59% of our 8th grade population scored at a Level 3 or higher. We would like 75% of our 8th grade population to score at a Level 3 or higher for 2016-2017.

Strategic Goals Detail

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

G1. Increase percentage of students achieving proficiency based on the 2015-2016 FSA ELA scores. In 2015-2016, 56% of our students were proficient in this area. We would like to increase that percentage to 60%. 1a

G085172

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	81.0

Targeted Barriers to Achieving the Goal 3

- Students come to middle school with delayed language development and limited vocabulary knowledge/vocabulary building skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

- READ 180 Program- Intensive Reading and Intensive Language Arts program that students are in for a double block during the school day. FSA level 1 and 2 students from the previous school year are placed in this program. Instructional Coach is assigned to Lincoln Middle School three days a week and uses the ACPS Coaching Cycle model with specific teachers.

Plan to Monitor Progress Toward G1. 8

Data collected in step 7 will be monitored. If increase in proficiency is not observed, then reevaluation of programs will occur.

Person Responsible

Mallory Becker

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Monthly goal monitoring meetings will occur to ensure strategies are in place and effective.

G2. Increase percentage of students achieving proficiency in mathematics based on the 2015-2016 FSA Math. In 2015-2016, 58% of our students were proficient in this area. We would like to increase that percentage to 62%. 1a

G085173

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	80.0

Targeted Barriers to Achieving the Goal 3

- Students lack prerequisite skills and fact fluency needed for mastery of grade-level content. Math text is challenging and doesn't provide much opportunity to reteach skills that students should know prior to entering middle school.

Resources Available to Help Reduce or Eliminate the Barriers 2

- -Newly adopted Math Text -Teacher Professional Learning Community -Lesson Study - Assessment Data AIMS Quarterly Tests -CPALMS

Plan to Monitor Progress Toward G2. 8

AIMS quarterly assessments, chapter tests and quizzes

Person Responsible

Mallory Becker

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

AIMS quarterly assessments, FSA math scores from 2015-2016

G3. In 2016-2017, 90% of students will score a 3.5 or higher on FSA Writing. 1a

G085174

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	90.0

Targeted Barriers to Achieving the Goal 3

- Lack of writing practice, students cannot always bridge the gap between conversational English and standard/written English.

Resources Available to Help Reduce or Eliminate the Barriers 2

- "Wow! I'm a writer" curriculum, graphic organizers, Teachers will have access to SMART Response to use with their classes

Plan to Monitor Progress Toward G3. 8

Formal (AIMS and FSA writing) and informal assessments, data chats

Person Responsible

Mallory Becker

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Assessment scores are available in Infinite Campus.

G4. Our Science Goal is to improve our overall performance for students who score level 3 by 16%. In 2013-2014, 52% of our 8th grade population scored at a Level 3 or higher. In 2014-2015, 53% of our 8th grade population scored at a Level 3 or higher. In 2015-2016, 59% of our 8th grade population scored a Level 3 or higher. We would like 75% of our 8th grade population to score at a Level 3 or higher for 2016-2017. **1a**

 G085175

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	75.0

Targeted Barriers to Achieving the Goal **3**

- Textbooks are written above students' reading level. Students are not skilled in note taking and study skills.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Use of graphic organizers to increase lesson acquisition and mastery. The use of differentiated instruction, Larry Bell's 12 Powerful Words, Depth of Knowledge strategies, and Marzano strategies. SMART Response equipment.

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

Quarterly Assessments and previous year FCAT scores

Person Responsible

Mallory Becker

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

All parties will look at available data on a monthly basis in Science Department meetings

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase percentage of students achieving proficiency based on the 2015-2016 FSA ELA scores. In 2015-2016, 56% of our students were proficient in this area. We would like to increase that percentage to 60%.

1

 G085172

G1.B1 Students come to middle school with delayed language development and limited vocabulary knowledge/vocabulary building skills. **2**

 B226508

G1.B1.S1 Improve the language rich classroom environment: increase use of academic vocabulary and utilization of academic word walls **4**

 S238948

Strategy Rationale

To improve students' language acquisition and development

Action Step 1 **5**

Teachers will develop academic word walls in their classrooms and build vocabulary-centered learning stations. Teachers will meet as a department to unpack the Standards and the FSA requirements.

Person Responsible

Mallory Becker

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Artifacts on classroom walls and stations in classroom that focus on language and vocabulary.

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

Evidence of academic vocabulary usage in the instructional setting.

Person Responsible

Mallory Becker

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom walk-throughs, lesson plans

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

Vocabulary data will be collected from FSA and teacher-made assessments. Increase in percentage of students showing proficiency on the vocabulary section will be monitored.

Person Responsible

Mallory Becker

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Disaggregate data from AIMS and teacher-made assessments.

G2. Increase percentage of students achieving proficiency in mathematics based on the 2015-2016 FSA Math. In 2015-2016, 58% of our students were proficient in this area. We would like to increase that percentage to 62%. 1

 G085173

G2.B1 Students lack prerequisite skills and fact fluency needed for mastery of grade-level content. Math text is challenging and doesn't provide much opportunity to reteach skills that students should know prior to entering middle school. 2

 B226510

G2.B1.S1 Encourage scaffolding to enhance students' prerequisite skills 4

 S238949

Strategy Rationale

Student's abilities to master grade-level content will increase when students have mastered prerequisite skills.

Action Step 1 5

Teachers will disaggregate data from AIMS quarterly assessment to determine where students are deficient in their math knowledge.

Person Responsible

Mallory Becker

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom walkthroughs; Lesson plans

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

Classroom walkthroughs; Review of lesson plans

Person Responsible

Mallory Becker

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans contain activities that scaffold learning. This scaffolding is evident during classroom walkthroughs.

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

Review of math data (chapter tests, AIMS quarterly assessments)

Person Responsible

Mallory Becker

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Data Chat documentation; Leadership Team meeting notes; Math Department meeting notes

G3. In 2016-2017, 90% of students will score a 3.5 or higher on FSA Writing. 1

 G085174

G3.B1 Lack of writing practice, students cannot always bridge the gap between conversational English and standard/written English. 2

 B226511

G3.B1.S1 Teachers will incorporate writing exercises and assignments across content areas. Teachers will use "Wow! I'm a writer" lessons on a regular basis with their Write Source. Teachers have access to resources such as Flocabulary to increase student vocabulary. 4

 S238950

Strategy Rationale

Students will practice writing in every class to build their vocabulary and to hone their grammar skills.

Action Step 1 5

Teachers will be trained to use the "Wow! I'm a writer" curriculum

Person Responsible

Mallory Becker

Schedule

On 6/2/2017

Evidence of Completion

Teachers will implement the curriculum with fidelity

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

Classroom observations and walkthroughs

Person Responsible

Mallory Becker

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans contain evidence of the curriculum, and the curriculum is being taught during observations and walkthroughs

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

Regular review of lesson plans and assessment data. Formal and informal classroom observations.

Person Responsible

Mallory Becker

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Students show consistent progress on formal and informal assessments.

G4. Our Science Goal is to improve our overall performance for students who score level 3 by 16%. In 2013-2014, 52% of our 8th grade population scored at a Level 3 or higher. In 2014-2015, 53% of our 8th grade population scored at a Level 3 or higher. In 2015-2016, 59% of our 8th grade population scored a Level 3 or higher. We would like 75% of our 8th grade population to score at a Level 3 or higher for 2016-2017. **1**

 G085175

G4.B1 Textbooks are written above students' reading level. Students are not skilled in note taking and study skills. **2**

 B226512

G4.B1.S1 Differentiated instruction and Graphic Organizers to ensure comprehension of all material. **4**

 S238951

Strategy Rationale

Collaborative planning will provide better instruction aligned to the Florida State Standards

Action Step 1 **5**

Differentiated instruction and graphic organizers

Person Responsible

Mallory Becker

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plan monitoring, classroom observations, formal and informal classroom observations, assessment results

Plan to Monitor Fidelity of Implementation of G4.B1.S1 **6**

Lesson plan monitoring and classroom observations

Person Responsible

Mallory Becker

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans are up to date and addresses all necessary areas. During observations, there is evidence of higher order questioning and Gradual Release Model.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Formal and Informal Assessment Results (AIMS)

Person Responsible

Mallory Becker

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Students are passing or at least showing progress on formal and informal assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M316481	Data collected in step 7 will be monitored. If increase in proficiency is not observed, then...	Becker, Mallory	8/15/2016	Monthly goal monitoring meetings will occur to ensure strategies are in place and effective.	6/2/2017 quarterly
G2.MA1 M316484	AIMS quarterly assessments, chapter tests and quizzes	Becker, Mallory	8/15/2016	AIMS quarterly assessments, FSA math scores from 2015-2016	6/2/2017 quarterly
G3.MA1 M316487	Formal (AIMS and FSA writing) and informal assessments, data chats	Becker, Mallory	8/15/2016	Assessment scores are available in Infinite Campus.	6/2/2017 monthly
G4.MA1 M316490	Quarterly Assessments and previous year FCAT scores	Becker, Mallory	8/15/2016	All parties will look at available data on a monthly basis in Science Department meetings	6/2/2017 monthly
G1.B1.S1.MA1 M316479	Vocabulary data will be collected from FSA and teacher-made assessments. Increase in percentage of...	Becker, Mallory	8/15/2016	Disaggregate data from AIMS and teacher-made assessments.	6/2/2017 monthly
G1.B1.S1.MA1 M316480	Evidence of academic vocabulary usage in the instructional setting.	Becker, Mallory	8/15/2016	Classroom walk-throughs, lesson plans	6/2/2017 weekly
G1.B1.S1.A1 A309475	Teachers will develop academic word walls in their classrooms and build vocabulary-centered...	Becker, Mallory	8/15/2016	Artifacts on classroom walls and stations in classroom that focus on language and vocabulary.	6/2/2017 daily
G2.B1.S1.MA1 M316482	Review of math data (chapter tests, AIMS quarterly assessments)	Becker, Mallory	8/15/2016	Data Chat documentation; Leadership Team meeting notes; Math Department meeting notes	6/2/2017 monthly
G2.B1.S1.MA1 M316483	Classroom walkthroughs; Review of lesson plans	Becker, Mallory	8/15/2016	Lesson plans contain activities that scaffold learning. This scaffolding is evident during classroom walkthroughs.	6/2/2017 weekly
G2.B1.S1.A1 A309476	Teachers will disaggregate data from AIMS quarterly assessment to determine where students are...	Becker, Mallory	8/15/2016	Classroom walkthroughs; Lesson plans	6/2/2017 weekly
G3.B1.S1.MA1 M316485	Regular review of lesson plans and assessment data. Formal and informal classroom observations.	Becker, Mallory	8/15/2016	Students show consistent progress on formal and informal assessments.	6/2/2017 weekly
G3.B1.S1.MA1 M316486	Classroom observations and walkthroughs	Becker, Mallory	8/15/2016	Lesson plans contain evidence of the curriculum, and the curriculum is being taught during observations and walkthroughs	6/2/2017 weekly
G3.B1.S1.A1 A309477	Teachers will be trained to use the "Wow! I'm a writer" curriculum	Becker, Mallory	8/15/2016	Teachers will implement the curriculum with fidelity	6/2/2017 one-time
G4.B1.S1.MA1 M316488	Formal and Informal Assessment Results (AIMS)	Becker, Mallory	8/15/2016	Students are passing or at least showing progress on formal and informal assessments	6/2/2017 monthly
G4.B1.S1.MA1 M316489	Lesson plan monitoring and classroom observations	Becker, Mallory	8/15/2016	Lesson plans are up to date and addresses all necessary areas. During observations, there is evidence of higher order questioning and Gradual Release Model.	6/2/2017 weekly
G4.B1.S1.A1 A309478	Differentiated instruction and graphic organizers	Becker, Mallory	8/15/2016	Lesson plan monitoring, classroom observations, formal and informal classroom observations, assessment results	6/2/2017 weekly

V. Professional Development Opportunities

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

G1. Increase percentage of students achieving proficiency based on the 2015-2016 FSA ELA scores. In 2015-2015, 56% of our students were proficient in this area. We would like to increase that percentage to 60%.

G1.B1 Students come to middle school with delayed language development and limited vocabulary knowledge/vocabulary building skills.

G1.B1.S1 Improve the language rich classroom environment: increase use of academic vocabulary and utilization of academic word walls

PD Opportunity 1

Teachers will develop academic word walls in their classrooms and build vocabulary-centered learning stations. Teachers will meet as a department to unpack the Standards and the FSA requirements.

Facilitator

Lincoln's Language Arts Department Chair: Cynthia Tanner

Participants

Language Arts and Reading Teachers

Schedule

Daily, from 8/15/2016 to 6/2/2017

G2. Increase percentage of students achieving proficiency in mathematics based on the 2015-2016 FSA Math. In 2015-2016, 58% of our students were proficient in this area. We would like to increase that percentage to 62%.

G2.B1 Students lack prerequisite skills and fact fluency needed for mastery of grade-level content. Math text is challenging and doesn't provide much opportunity to reteach skills that students should know prior to entering middle school.

G2.B1.S1 Encourage scaffolding to enhance students' prerequisite skills

PD Opportunity 1

Teachers will disaggregate data from AIMS quarterly assessment to determine where students are deficient in their math knowledge.

Facilitator

Jessica Dawson-Math Department Chair, District Coach- Derreck Frazier

Participants

Math Teachers

Schedule

Weekly, from 8/15/2016 to 6/2/2017

G3. In 2016-2017, 90% of students will score a 3.5 or higher on FSA Writing.

G3.B1 Lack of writing practice, students cannot always bridge the gap between conversational English and standard/written English.

G3.B1.S1 Teachers will incorporate writing exercises and assignments across content areas. Teachers will use "Wow! I'm a writer" lessons on a regular basis with their Write Source. Teachers have access to resources such as Flocabulary to increase student vocabulary.

PD Opportunity 1

Teachers will be trained to use the "Wow! I'm a writer" curriculum

Facilitator

Administrators and District Literacy Coaches

Participants

All Language Arts teachers

Schedule

On 6/2/2017

G4. Our Science Goal is to improve our overall performance for students who score level 3 by 16%. In 2013-2014, 52% of our 8th grade population scored at a Level 3 or higher. In 2014-2015, 53% of our 8th grade population scored at a Level 3 or higher. In 2015-2016, 59% of our 8th grade population scored a Level 3 or higher. We would like 75% of our 8th grade population to score at a Level 3 or higher for 2016-2017.

G4.B1 Textbooks are written above students' reading level. Students are not skilled in note taking and study skills.

G4.B1.S1 Differentiated instruction and Graphic Organizers to ensure comprehension of all material.

PD Opportunity 1

Differentiated instruction and graphic organizers

Facilitator

Administrators, District Coaches, Ms. Shema-Science Department Chair

Participants

All Science Teachers

Schedule

Weekly, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will develop academic word walls in their classrooms and build vocabulary-centered learning stations. Teachers will meet as a department to unpack the Standards and the FSA requirements.				\$488.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		\$488.00
2	G2.B1.S1.A1	Teachers will disaggregate data from AIMS quarterly assessment to determine where students are deficient in their math knowledge.				\$488.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		\$488.00
3	G3.B1.S1.A1	Teachers will be trained to use the "Wow! I'm a writer" curriculum				\$488.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		\$488.00
4	G4.B1.S1.A1	Differentiated instruction and graphic organizers				\$488.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		\$488.00
Total:						\$1,952.00