2013-2014 SCHOOL IMPROVEMENT PLAN

Lincoln Middle School

305 17TH ST E
Palmetto, FL 34221
941-721-6840
www.manatee.k12.fl.us

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	83%

Alternative/ESE Center	Charter School	Minority Rate
No	No	74%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	F	D	C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Monitoring Only	4	Jim Browder

Former F	Post-Priority Planning	Planning	Implementing TOP
Yes	No	No	No

Current School Status

School Information

School-Level Information

School
Lincoln Middle School

Principal
Ronnie King

School Advisory Council chair
Elston Brown

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Bryan Kincannon	Assistant Principal
Cindi Liles	Guidance
Jackie Sathe	Math Coach/Chair
Elston Brown	Science Chair
Erica Bruton	Language Arts Chair
Fred Tyler	Social Studies Chair
Christy Durocher	6th Grade Team Leader
Doug Gaines	Unified Arts Chair
Diana Goodsell	8th Grade co-Team Leader
Akilla Miller	7th Grade co-Team Leader
Carol Mays-Davis	7th Grade co-Team Leader
Candice Mays	8th Grade Co-Team Leader
Don Winney	PTO President/ Social Studies Teacher

District-Level Information

District
Manatee

Superintendent
Mr. Rick W Mills

Date of school board approval of SIP
Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Lincoln Middle SAC includes SAC chair and Co-chair. There are an equal number of teachers, parents and community members that attend the meetings on a regular basis. The SAC meetings are held the first Tuesday of every month.

Involvement of the SAC in the development of the SIP

The SAC met at the end of the 2012-2013 year and discussed issues that they felt needed to be addressed for the 2013-2014 school year. Those concerns were put into the goals of the SIP plan for the 2013-2014 school year. The SIP will be presented to the SAC for approval for this year.

Activities of the SAC for the upcoming school year

Monthly SAc meetings will be held to discuss school improvement activities and efforts to increase student achievement.

Projected use of school improvement funds, including the amount allocated to each project

Funds to be used this year include headphones with built-in microphones for the Success Maker program for both math and reading remediation. Funds will also be use for food for parents at conference nights and parent workshops throughout the year.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

The school is continuously actively recruiting parents and community members to be involved in SAC. Local churches and businesses are contacted with the SAC schedule.

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Ronnie King		
Principal	Years as Administrator: 12	Years at Current School: 2

Credentials	BA-General Science Education, Tuskegee University; Master of Education-Educational Leadership Nova Southeastern University; Principal Certification- State of Florida
Performance Record	Principal of Lincoln Middle School (2012-2013): Grade F, Reading Mastery 38%, Math Mastery 29%, Writing Mastery 30%, Science Mastery 26%, Reading Gains 64% Math Gains 51%, L25 Math Gains 67%, L25 Reading Gains 78% AMO not met. Assistant Principal of Buchanan Middle (2010-2011): Grade C, Reading Mastery 53%, Math Mastery 54%, Science Mastery 35% AYP Criteria Met: 69%. Total writing proficiency was met Assistant Principal of Buchanan Middle (2009-2010): Grade B, Reading Mastery 60%, Math Mastery 57%, Science Mastery: 41% AYP Criteria Met: 75%. Total writing proficiency was met Assistant Principal of Buchanan Middle (2008-2009): Grade: B, Reading Mastery 58%, Math Mastery 52%, Science Mastery 31%. AYP 72%. Total writing proficiency was met. Assistant Principal of Buchanan Middle (2007-2008): Grade B, Reading Mastery 54%, Math Mastery 56%, Science Mastery 31%. Total writing proficiency was met. Assistant Principal of Van Buren Middle (2007-2008): Grade D, Reading Mastery 34%, Math Mastery 33%, Science Mastery 26%. Total writing proficiency was met.

Bryan Kincannon		
Asst Principal	Years as Administrator: 9	Years at Current School: 5

Credentials	BS-Social Sciences, University of South Florida: Master of Education-Educational Leadership, Nova University; Principal Certification-State of Florida
Performance Record	Assistant Principal of Lincoln Middle School (2012-2013): Grade F, Reading Mastery 38%, Math Mastery 29%, Writing Mastery 30%, Science Mastery 26%, Reading Gains 64% Math Gains 51%, L25 Math Gains 67%, L25 Reading Gains 78% AMO not met. Assistant Principal of Lincoln Middle in 2010 -2011: Grade C, Reading Mastery 54%, Math Mastery 46%, Science Mastery 26% AYP Criteria Met: 69%, Total writing proficiency was met. Assistant Principal of Lincoln Middle in 2009 -2010: Grade C, Reading Mastery 57%Math Mastery 48%, Science Mastery: 31% AYP Criteria Met: 67%, Total writing proficiency was not met Assistant Principal of Lincoln Middle in 2008 -2009: Grade C, Reading Mastery 58%, Math Mastery: 52%, Science Mastery: 34%. AYP Criteria Met: 72%, Total writing proficiency was met. Assistant Principal of Buffalo Creek Middle in 2007-2008: Grade C: Reading Mastery: 57%, Math mastery 55%, Science Mastery, 31%. AYP: 72%, Total writing proficiency was met. Assistant Principal of Harllee Middle School in 2006-2007: Grade B, Reading Mastery 52%, Math Mastery 53%, Science Mastery 29%. AYP: 77%, Total writing proficiency was met. Assistant Principal of Harllee Middle School in 2005-2006: Grade: C, Reading Mastery 54%, Math

Mastery 52%. AYP: 79% Total writing proficiency was met.

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jackie Sathe		
Full-time / School-based	Years as Coach: 1	Years at Current School: 12
Areas	Mathematics	
Credentials	BS- Education: Math, University of South Florida; Pending Masters in Foundations of Mathmatics from National University	

Performance Record

Classroom Teachers

# of classroom teachers

31

 # receiving effective rating or higher

28, 90%

 # Highly Qualified Teachers

90%

 # certified in-field

31, 100%

 # ESOL endorsed

28, 90%

 # reading endorsed

5, 16%

 # with advanced degrees

16, 52%

 # National Board Certified

1, 3%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

4, 13%

 # with 6-14 years of experience

16, 52%

 # with 15 or more years of experience

11, 35%

Education Paraprofessionals

# of paraprofessionals

7

 # Highly Qualified

7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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. The administrative team will be responsible for these strategies.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

This year the school does not currently have new teachers. In the past we have used the following strategies: 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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Administrators (Ronnie King, Bryan Kincannon): Provide a common vision for the use of data-based decision-making, ensures that the school-based team implements MTSS, 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.
RtI Chair (Vanessa Matta): Serves as coordinator of MTSS leadership team while MTSS team members serve as liaisons between team, teachers, administration, district personnel, and other schools.
Assists in the collection, analysis, and interpretation of academic and behavioral data.
Select General Education Teachers (Erica Bruton, Christy Durocher, Angela Garrott, Vanessa Hedden, B.J. Jones, Lia Kaiser, Jackie Sathe): Provides information about core instruction,
participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to
implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
Exceptional Student Education (ESE) Teachers (Sarah Smitman-Team Leader, Scott Blum-ESE Specialist):
Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction,
and collaborates with general education teachers through such activities as co-teaching.
Reading Instructional Specialist (Lia Kaiser): 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.
School Psychologist (Vanessa Matta): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation;
provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
Speech Language Pathologist (Lauren Balle): Educates the team in the role language plays in curriculum,
assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening
measures; and helps identify systemic patterns of student need with respect to language skills
Student Services Personnel (Cindi Liles, Walenda Nieves-Yoder, Phyllis Milton): Provides quality

services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link childserving
and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

For MTSS Tier 1 there are daily/weekly administrator walkthroughs. Tier II monitoring will include the Success Maker program print out to check for student progress in both reading and math. Tier III will use Fidelity Monitoring sheets.. We will be using monthly benchmark assessments in all core areas of the curriculum for Tier I. Tier II will have bi-monthly meetings and T3 will have weekly meetings.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Student placement in Tiers for reading, mathematics, science, writing, will be determined by student performance on assessments agreed upon by the MTSS/RtI Leadership Team. Student placement in Tiers for behavior will be determined by documented FOCUS and Quick Query discipline records. Tier II students in both Math and Reading will be using the computer program Success Maker.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

MTSS/RtI staff training will be ongoing. An initial school-wide training occurred during the previous school
year. Basis and overall goals of MTSS/RtI were explained. Upon agreement for the plan of implementation,
the MTSS Leadership Team will review school data and determine specific MTSS needs and plan of implementation. MTSS trainings (plan for implementation and progress monitoring) will be provided during district inservice and staff developments throughout the year.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Angela Garrott	Site Coordinator, AVID Elect Teacher
Carol Mays-Davis	Site Team Member, Math
Lia Kaiser	Site Team Member, Language Arts/Reading
BJ Jones	Site Team Member, Social Studies

How the school-based LLT functions

Lincoln's Advancement Via Individual Determination (AVID) site team serves as the school-based Literacy
Leadership Team. Each site team member received training in his/her respective content area (listed). The training included specific Writing, Inquiry, Collaboration, and Reading (WICR) strategies in each of the specific subjects. The site team meets monthly to discuss school literacy/strategy needs, and upcoming professional development. The site team's main role is to train staff in content areas (as related to literacy).

Major initiatives of the LLT

The Literacy Leadership Team's major initiative this year will be addressing literacy needs through monthly
professional learning. Administrative observation and teacher discussion indicate the area of literacy that is
of greatest challenge 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 literacy need of
literacy through presentations of specific research-based strategies that teachers can utilize within their classrooms.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Reading is an integral part of the district's adopted curriculum (Manatee Core Curriculum) and Common Core
Literacy Standards. Thus, reading will be monitored through lesson plans, walkthrough/classroom visits, etc.
There is also a school-wide encouragement for reading through the use of AVID literacy strategies (for higher
and lower-level learners), writing as a learning and/or assessment tool and Costas/higher-order thinking
strategies (for higher-level learners) as related to Common Core literacy standards such as text complexity,
quality, and range. Teachers in all subject areas will use AVID's research-based strategies through the facilitation of reading.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The School has an AVID program (Advancement Via Individual Determination) that promotes the idea of college in the middle school years. Students are requires to take at least one advance class and also has an AVID elective for academic support.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	38%	No	54%
American Indian				
Asian				
Black/African American	44%	33%	No	50%
Hispanic	39%	27%	No	45%
White	63%	53%	No	66%
English language learners	30%	9%	No	37%
Students with disabilities	28%	21%	No	36%
Economically disadvantaged	43%	31%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	219	38%	54%
Students scoring at or above Achievement Level 4	74	13%	16%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		32%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		58%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	369	64%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	112	78%	80%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	37	49%	54%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	12	16%	18%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	18	24%	27%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	64	30%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		80%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%	32%	No	49%
American Indian				
Asian				
Black/African American	36%	23%	No	42%
Hispanic	37%	23%	No	43%
White	54%	46%	No	59%
English language learners	26%	13%	No	33%
Students with disabilities	29%	17%	No	36%
Economically disadvantaged	38%	24%	No	44%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	184	32%	49%
Students scoring at or above Achievement Level 4	56	10%	13%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	65%	71%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	293	51%	56%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	96	67%	70%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	41	20%	25%
Middle school performance on high school EOC and industry certifications	41	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	59%	65%
Students scoring at or above Achievement Level 4	13	32%	35%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	26%	30%
Students scoring at or above Achievement Level 4	15	7%	10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		15
Participation in STEM-related experiences provided for students	200	30%	40%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	121	20%	15%
Students who fail a mathematics course	9	1%	1%
Students who fail an English Language Arts course	8	1%	1%
Students who fail two or more courses in any subject	17	3%	2%
Students who receive two or more behavior referrals	219	37%	30%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	193	33%	27%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Workshops	9	5%	10%

Goals Summary

G1. Decrease the amount of instruction time that students miss due to office discipline referrals.

G2. Increase parent involvement and participation in school activities

G3. Increase evidence based writing in all content area classes

G4. Increase rigor and critical thinking in all math classes

G5. Increase non-fiction reading across the curriculum

G6. Increase collaborative planning across grade level and content areas to tighten instructional focus in grade level assessment maps and strengthen academic language

Goals Detail

G1. Decrease the amount of instruction time that students miss due to office discipline referrals.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Social Studies

- U.S. History EOC

- Civics EOC

- Science - Middle School

- EWS - Middle School

Resources Available to Support the Goal

- 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)

Targeted Barriers to Achieving the Goal

- Same group of students frequently being suspended

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Administration, parent liaisons, SATOSS coordinator

Target Dates or Schedule:
Weekly/monthly meetings

Evidence of Completion:
Student Data reports

G2. Increase parent involvement and participation in school activities

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- 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
- Parents working and unable to attend functions

Plan to Monitor Progress Toward the Goal

Collect data from meetings to determine effectiveness

Person or Persons Responsible
Administration

Target Dates or Schedule:
monthly

Evidence of Completion:
parent questionnaire and sign in sheets

G3. Increase evidence based writing in all content area classes

Targets Supported
- Writing
- Math ()
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School

Resources Available to Support the Goal
- Provide staff development for teachers in writing across all content areas
- Provide software for students to get rapid feedback on writing practice.
- Writing strategies used in math classes
- AVID program

Targeted Barriers to Achieving the Goal
- Students do not get feedback of writing back in time for it to be meaningful

Plan to Monitor Progress Toward the Goal

Monitor student writing proficiency by using quarterly writing assessments

Person or Persons Responsible
LA Teachers

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Data from quarterly assessments

G4. Increase rigor and critical thinking in all math classes

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Creation of Math Remediation classes
- Use of Success Maker program to help increase low proficient students
- Hire Math Coach
- Increase number of 7th and 8th grade students taking advance math classes

Targeted Barriers to Achieving the Goal
- Funds for math coach
- Number of level 1 and 2 math students entering the 6th grade

Plan to Monitor Progress Toward the Goal

Student improvement in Math by using Success Maker in all math remediation classes

Person or Persons Responsible
Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Student Data Reports

G5. Increase non-fiction reading across the curriculum

Targets Supported
- Civics EOC
- Science - Middle School

Resources Available to Support the Goal
- Mandatory reading classes for level 1 & 2 6th grade students
- Use of Success Maker program for all low level readers
- Intensive Reading classes for non-proficient 7th and 8th grade students
- Book chain celebration that promotes non-fiction reading

Targeted Barriers to Achieving the Goal
- Availability and upkeep of technology for Success Maker Program
- Student lack of motivation to read

Plan to Monitor Progress Toward the Goal

Monthly reports and display of student progress on bulletin boards posted in cafeteria

Person or Persons Responsible
Administration, Media Specialist

Target Dates or Schedule:
Monthly

Evidence of Completion:
Increase in student participation in book chain celebration and data posted in cafeteria

G6. Increase collaborative planning across grade level and content areas to tighten instructional focus in grade level assessment maps and strengthen academic language

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Algebra 1 EOC

- Civics EOC

- Science - Middle School

Resources Available to Support the Goal
- Professional development using the book "Teach like a Champion" by Doug Lemov. AVID team of teachers.

- Support from district team and DA team based on academic teaming

- District and CTE support with aligning CTE classes with core class curriculum

Targeted Barriers to Achieving the Goal
- Use of Common Instructional language between and among content areas

- Consistent use and interpretation of valuable data. Currently no support of data analysis to inform instruction.

- Teacher understanding may be limited in how to plan/deliver rigorous instruction

Plan to Monitor Progress Toward the Goal

Leadership and data meetings

Person or Persons Responsible
Administration, math coach, district curriculum specialist

Target Dates or Schedule:
Weekly

Evidence of Completion:
Meeting agenda and data collection

Action Plan for Improvement

Problem Solving Key

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

G1. Decrease the amount of instruction time that students miss due to office discipline referrals.

G1.B2 Same group of students frequently being suspended

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.

Action Step 1

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

Person or Persons Responsible

Parent Liaisons

Target Dates or Schedule

Ongoing

Evidence of Completion

Report of students enrolled in SATOSS program

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

Ongoing communication between administration, parent liaisons and SATOSS coordinator.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly data and leadership meetings

Evidence of Completion

Data reports, meeting notes and agendas

Plan to Monitor Effectiveness of G1.B2.S1

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

Person or Persons Responsible

SATOSS coordinator

Target Dates or Schedule

Ongoing

Evidence of Completion

STudent data of OSS incidents

G2. Increase parent involvement and participation in school activities

G2.B1 Parents working and unable to attend functions

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

Action Step 1

Create parent workshop schedule

Person or Persons Responsible

parent liaison

Target Dates or Schedule

August 2013

Evidence of Completion

Schedule of Events

Action Step 2

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

Person or Persons Responsible

Administration and parent liaison

Target Dates or Schedule

September 2013, November 2013, February 2014, and May 2014

Evidence of Completion

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

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

Person or Persons Responsible

Administration and parent liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Parent call-out log, Parent sign-in sheets

Plan to Monitor Effectiveness of G2.B1.S1

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

Person or Persons Responsible

Administration and parent liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Parent call log and sign in sheets

G3. Increase evidence based writing in all content area classes

G3.B3 Students do not get feedback of writing back in time for it to be meaningful

G3.B3.S7 Increase opportunities for short writing with teacher feedback and student revision

Action Step 1

Professional Development on writing in the content areas and creating a writing rubric based on FCAT 2.0 standards

Person or Persons Responsible

DA specialists

Target Dates or Schedule

October 11, 2013

Evidence of Completion

PD agenda, teacher sign-in sheet, teacher created writing rubric

Facilitator:

DA team writing specialists

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B3.S7

Student short writings in content area classes

Person or Persons Responsible

Administration, District team members

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work artifacts

Plan to Monitor Effectiveness of G3.B3.S7

Student short writings in content area classes

Person or Persons Responsible

Administration, content teachers, District coaches

Target Dates or Schedule

ongoing

Evidence of Completion

Write to Learn Data, student writing artifacts

G4. Increase rigor and critical thinking in all math classes

G4.B3 Funds for math coach

G4.B3.S1 A Math coach is needed to help with the low number of students that are proficient in Math. There is a high number of level 1 and 2 6th graders for the 2013-2014 school year.

Action Step 1

Budget funds from Title I to hire a math coach for the 2013-2014 school year.

Person or Persons Responsible

Administration

Target Dates or Schedule

By August 2013

Evidence of Completion

Math coach in place

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Data meetings and discussion of implementation of coaching strategies

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting agendas and notes, Coaching visits and training in classrooms

Plan to Monitor Effectiveness of G4.B3.S1

Increase in proficiency in Level 1 and 2 math studnets

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Results of math assessments

G4.B5 Number of level 1 and 2 math students entering the 6th grade

G4.B5.S1 Implementation of math remediation classes for all level 1 and 2 students in 6th grade by using the computer program Success Maker

Action Step 1

Set up labs in rooms for students to use Success Maker program

Person or Persons Responsible

Technology Specialist

Target Dates or Schedule

By 2nd week of school, August 26, 2013

Evidence of Completion

Labs will be up and running for 6 different classes.

Action Step 2

Check for fidelity and implementation of Success Maker in the classroom

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly teacher/student reports

Action Step 3

Ordering of headphones with built-in microphones and other technology accessories for Success Maker program

Person or Persons Responsible

Math Coach, administration

Target Dates or Schedule

September

Evidence of Completion

Headphones in use in Success Maker labs

Plan to Monitor Fidelity of Implementation of G4.B5.S1

Teacher implementation of Success Maker in math remediation classes

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student Data reports ran by Math Caoch

Plan to Monitor Effectiveness of G4.B5.S1

Student use of Success Maker in math remediation classrooms.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Student data reports

G5. Increase non-fiction reading across the curriculum

G5.B1 Availability and upkeep of technology for Success Maker Program

G5.B1.S1 Headphones with built-in microphones and other technology equipment and accessories are needed to test for fluency for use with the Success Maker program

Action Step 1

Purchase Headphones with built-in microphones and other technology accessories to test for fluency for the Success Maker program

Person or Persons Responsible

Administration

Target Dates or Schedule

September

Evidence of Completion

Use of headphones with built-in microphones in Success Maker labs

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Checking for use of headphones with Success maker program

Person or Persons Responsible

Administration, District curriculum specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Data and participation reports from Success Maker

Plan to Monitor Effectiveness of G5.B1.S1

Monitoring of students using Success Maker labs

Person or Persons Responsible

Administration, reading department head, district curriculum specialist.

Target Dates or Schedule

Monthly

Evidence of Completion

Data reports from Success Maker

G5.B4 Student lack of motivation to read

G5.B4.S3 Reading Book Chain

Action Step 1

Creation of Book Summary Report that will be filled out after reading each book

Person or Persons Responsible

Administration

Target Dates or Schedule

By August 2013

Evidence of Completion

Book summary report available to students in the media center

Action Step 2

Data collection of students reading books

Person or Persons Responsible

Media Specialist

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Monthly reports sent to administration

Action Step 3

Purchase of bulletin boards for cafeteria to display student reading data

Person or Persons Responsible

Administration

Target Dates or Schedule

Buy September 2013

Evidence of Completion

Bulletin boards installed in cafeteria

Plan to Monitor Fidelity of Implementation of G5.B4.S3

Monitor and collect data on students reading books based on reports that are turned in

Person or Persons Responsible

Administration, Media Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly reports of students by grade level that have read books

Plan to Monitor Effectiveness of G5.B4.S3

Monthly spreadsheets of students reading fiction and non-fiction books

Person or Persons Responsible

Administration, Media specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in students participating in monthly cook-outs for rewards for reading.

G6. Increase collaborative planning across grade level and content areas to tighten instructional focus in grade level assessment maps and strengthen academic language

G6.B3 Consistent use and interpretation of valuable data. Currently no support of data analysis to inform instruction.

G6.B3.S1 Time will be provided weekly for collaborative planning and data meetings by department

Action Step 1

Structure for data meetings identified Step 0: Unpack standards of upcoming unit assessments Step1: Facilitated collaborative planning #1 Step 2: Data from district benchmark assessment Step 3: Facillitated collaborative planning #2 after assessment analysis plan/reteach

Person or Persons Responsible

Administration, math coach, district team members, DA team members

Target Dates or Schedule

November 2013

Evidence of Completion

Scheduled meetings on school events calendar Agendas from team, data, collaborative meetings

Action Step 2

Identify

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Action Step 3

District and school leadership communicate purpose of assessments aligned to instruction

Person or Persons Responsible

Principal Ronnie King and Middle School Director Cynthia Saunders

Target Dates or Schedule

October 30, 2013

Evidence of Completion

Meeting Agenda

Action Step 4

Meeting to Identify structures for collaborative planning (norms, framework for lessons, monitoring)

Person or Persons Responsible

School administration, math coach, district and DA team members

Target Dates or Schedule

November 5, 2013

Evidence of Completion

Meeting agenda and notes

Action Step 5

Identify teaming and align CTE teachers to planning for core teachers

Person or Persons Responsible

CTE members and district and DA team support

Target Dates or Schedule

November 6, 2013 @ 1:30 pm

Evidence of Completion

Meeting agenda and notes

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Weekly meetings will be held that include data chats, unpacking of standards, and collaborative planning

Person or Persons Responsible

Administration, math coach, department heads

Target Dates or Schedule

Weekly

Evidence of Completion

Meeting calendar, agendas, and notes/artifacts

Plan to Monitor Effectiveness of G6.B3.S1

Weekly meetings will be held that include data chats, unpacking of standards, and collaborative planning

Person or Persons Responsible

Administration, math coach, department heads

Target Dates or Schedule

ongoing

Evidence of Completion

Data from District unit and quarter benchmark assessments

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 and District ESOL Specialist.
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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G3. Increase evidence based writing in all content area classes

G3.B3 Students do not get feedback of writing back in time for it to be meaningful

G3.B3.S7 Increase opportunities for short writing with teacher feedback and student revision

PD Opportunity 1

Professional Development on writing in the content areas and creating a writing rubric based on FCAT 2.0 standards

Facilitator

DA team writing specialists

Participants

Teachers

Target Dates or Schedule

October 11, 2013

Evidence of Completion

PD agenda, teacher sign-in sheet, teacher created writing rubric

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Increase parent involvement and participation in school activities	$500
G4.	Increase rigor and critical thinking in all math classes	$650
G5.	Increase non-fiction reading across the curriculum	$950
	Total	$2,100

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Other	Total
SIP funds	$1,300	$300	$1,600
SIP	$0	$500	$500
Total	$1,300	$800	$2,100

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. Increase parent involvement and participation in school activities

G2.B1 Parents working and unable to attend functions

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

Action Step 2

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

Resource Type

Other

Resource

Funding Source

SIP

Amount Needed

$500

G4. Increase rigor and critical thinking in all math classes

G4.B5 Number of level 1 and 2 math students entering the 6th grade

G4.B5.S1 Implementation of math remediation classes for all level 1 and 2 students in 6th grade by using the computer program Success Maker

Action Step 3

Ordering of headphones with built-in microphones and other technology accessories for Success Maker program

Resource Type

Technology

Resource

Funding Source

SIP funds

Amount Needed

$650

G5. Increase non-fiction reading across the curriculum

G5.B1 Availability and upkeep of technology for Success Maker Program

G5.B1.S1 Headphones with built-in microphones and other technology equipment and accessories are needed to test for fluency for use with the Success Maker program

Action Step 1

Purchase Headphones with built-in microphones and other technology accessories to test for fluency for the Success Maker program

Resource Type

Technology

Resource

Funding Source

SIP funds

Amount Needed

$650

G5.B4 Student lack of motivation to read

G5.B4.S3 Reading Book Chain

Action Step 3

Purchase of bulletin boards for cafeteria to display student reading data

Resource Type

Other

Resource

Funding Source

SIP funds

Amount Needed

$300