Lincoln Middle School

2017-18 Schoolwide Improvement Plan

Lincoln Middle School

305 17TH ST E, Palmetto, FL 34221

www.manatee.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	C

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Lincoln Middle School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

Lincoln Middle School creates an environment wherein students feel safe and respected during and after school through maintaining a strong focus on ensuring academic success for each student; a refusal to accept excuses for poor performance; a willingness to experiment with a variety of strategies; intensive and sustained efforts to involve parents and the community; an environment of mutual respect and collaboration; and a passion for continuous improvement and professional growth. Students have the option to participate in various morning clubs (chorus, FFA, Student Council, sports fitness, and cheer team) are a way of expressing gifts and talents. Before and after school hours students are involved in the 21st Century Learning Grant extended day program. This program services 100 students before school as well as over 150 students after school. Program activities include but are not limited to Academic support, enrichment clubs, leadership development.

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.

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

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

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.

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Attendance is tracked through the Attendance Manager, Graduation Enhancement Technician, Deans, and the Home Liaison. For attendance below 90%, the Graduation Enhancement Technician and Home School Liaison call student's home or visit student's home to develop individual absentee interventions. Parents are notified of student's absence via automated phone call home. Truancy officials are notified via phone call when student is 9 days truant.
1 or more suspensions are tracked by the Student Management Coordinator, in efforts to build rapport, encourage positive behaviors, and determine student need.
Course failures (in any core course that will be a barrier to promotion) are tracked by the Counselor, Assistant Principal, and the Credit Recovery teacher in efforts to educate students and provide students with opportunities to recovery credits needed.
Students scoring level 1 on the statewide, standardized assessments in ELA/math will be monitored on a weekly basis through non-punitive, formative evaluations. Students will be placed in intensive reading/math classes to include tutoring of weak areas.
Data indicating weaknesses in the ELA/math area will be assessed by a team of teachers, RTI team, administration, and guidance counselors to design strategies to bring about academic success for individual and specific groups of students.

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

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	1	10	26	0	0	0	0	37

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

Lincoln employs the following intervention strategies to improve the academic performance of students identified by the early warning system:
Students who have been identified on the "D/F" failure list for ELA/math courses will be individually counseled regarding specific, individualized intervention strategies, and be provided tutoring. Parents and caregivers will be informed by guidance counselors, teachers, and the RTI team with strategies to assist children at home. Students will be monitored weekly with formative and summative assessments within the content area environment to identify and track individual strengths and weaknesses.

Lincoln will implement the S.T.O.P (Students - Teachers - Other support - Parent) program to decrease the number of failing students. This team meets every three weeks to review and adjust the student's progress as determined by the academic and attendance progress of the student.

Students will be monitored via the Brite Bytes Data management system utilized by the district.

Students are housed in small learning communities and monitored by grade level administrators.

B. Family and Community Engagement
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

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

2. Description

The Lincoln Middle School leadership team has developed a "Lincoln University" that will assist parents who want to provide academic and behavior support for their child.
Quarterly content Literacy nights will be held to educate parents on strategies that support learning through academic and behavior modification.
The three hour sessions (dates and times to be announced) will include workshops on CRISS/ Marzano/WICOR strategies, Goal setting, Conflict resolution, and the importance of parent involvement.
Parents who complete the training workshops will have fees waived for CNA classes.

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.

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

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Hundley, Eddie	Principal
Shannon, Debora	Instructional Coach
Proue, Darlene	Assistant Principal
Woodie, Priscilla	Dean

b. Duties

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

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

Reading Coach/ELA Coach (Debora Shannon): Serves as Reading and ELA Coach/Parent Involvement Program/and Fair Testing coordinator of the leadership team. Provides support to teachers/students/parents in the capacity of a liaison between teams, teachers, administration, and district personnel.
Assists in the collection, analysis, and interpretation of academic and behavioral data. Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1,Tier 2, and Tier 3 intervention plans. Working with community to bring about cohesiveness through open communication, shared decision making, and business partnerships.

Student Services Personnel (Allyssa Young): Provides quality services and expertise on issues

ranging from program design to assessment and intervention with individual students. Moreover, guidance and counseling services are provided regarding social and personal concerns as well as providing academic scheduling for each student. In addition to providing interventions, school social workers continue to link child-serving and community
agencies to the school's and families who support the child's academic, emotional, behavioral, and social success.

Dean of Students (Antonio Alves/Dr. Melvia Scott/Priscilla Woodie): Provide positive discipline strategies for students. Deans are responsible for the "Do Right" Minute which broadcasts after the morning announcements. This broadcast focuses on anti-bullying, d making positive academic and lifestyle choices that correlates with Lincoln Middle School's mission and vision statements. Deans work with the leadership team members to bring about safety to the students and staff through executing monthly drills (fire, tornado, lock down etc.)

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.

The MTSS/RtI Team meets monthly or bi-weekly as needed to discuss data associated with students' needs
for academic and behavior support. The team discusses individual students, support systems in place and needed to ensure student academic and behavior success. As an integral part of the MTSS/RtI Leadership
Team, the administrative team discusses, reviews, revises, and further develops the School Improvement
Plan. Upon revision of the plan, MTSS/RtI team members will help facilitate professional development when
presenting processes and procedures aligned with the overall goal of MTSS/RtI as related to the School
Improvement Plan.
In addition, the RtI Leadership Team partners with other school teams (i.e. Literacy Leadership Team, Academic Teams, Administrative Team, etc.) to combine efforts of implementing goals and strategies to
promote student academic and behavioral success. It is worth noting that individuals on other teams (specifically team leaders) are consulting members to the MTSS/RtI Leadership Team.

Title I, Part A
Title I funds will be used to provide remediation for Lincoln Middle's students to increase academic achievement. Funds will also be used for additional professional learning for teachers with regard school-wide
instructional focus, assessments, progress monitoring, curriculum and other best practices.

Title I, Part C- Migrant
Lincoln Middle offers a migrant homework help sessions before school each morning. Lincoln also offers
summer school enrichment for migrant students. Lincoln is provided with a Migrant Home-School Liaison who offers specific programs and resources for migrant students.

Title II
This is used to provide additional professional learning for teachers.

Title III
Lincoln is provided with a Home-School Liaison.

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

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

Violence Prevention Programs
Lincoln participates in an anti-Bullying program.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Eddie Hundley	Principal
Antonio Alves	Teacher
	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
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

The SAC met at the end of the 2016-2017 year and discussed issues that they felt needed to be addressed for the 2017-2018 school year. Those concerns were put into the goals of the SIP plan for the following school year. The SIP will be presented to the SAC for approval for this year.

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

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

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

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

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
Hundley, Eddie	Principal
Shannon, Debora	Instructional Coach
Proue, Darlene	Assistant Principal

b. Duties

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

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

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

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

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

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

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

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

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.

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

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.

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

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: 2,650

The before school program, allows for students to participate in credit recovery while supported by a highly qualified teacher.
Students will be allowed to join clubs during the Zero/21st Century which allows students to express their
talents in various areas such as sports, choral singing, learning to play the drums, etc.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

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

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

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

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Lincoln Middle School employs the following means of support for students transitioning to middle school:
These are general statements however every child is different and some or all of these steps may be implemented individually or collectively.
• Provide a positive and successful first impression;
• Respond to the needs and concerns of students;
• Support school-initiated family and community partnerships;

• Demonstrate an inviting and supportive and safe environment;
• Have multi-faceted guidance and support structures;
• Build a sense of community by supporting meaningful relationships and learning; and
• Ensure a successful introduction to the middle school experience.

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.

School-Wide AVID strategies designed to assist students with study skills necessary to be successful in high school and post secondary schooling. University banners, pennants, and certificates in the hallways and in front of each classroom help keep the post secondary option at the forefront of students' thoughts..

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

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

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

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

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.

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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"Â? 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.

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

`1` = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1. Decrease the amount of instruction time that students miss due to office discipline referrals by 30% in comparison to 2016 - 2017 referrals

G2. Increase parent involvement and participation in school activities

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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. Decrease the amount of instruction time that students miss due to office discipline referrals by 30% in comparison to 2016 - 2017 referrals 1a

🔍 G097666

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	30.0

Targeted Barriers to Achieving the Goal 3

- Students missing work while they are in timeout

Resources Available to Help Reduce or Eliminate the Barriers 2

-

- (PBS / Positive behavior support system) On-going quarterly recognition of students that demonstrate academic and social growth and appropriateness. Celebrations range from movies and skate parties to preferred seating at lunch. All efforts are aimed at promoting positive and productive behaviors.

- S.T.O.P. program - A school-wide support system for students that uses early warning indicators such as attendance, behavior, and academics to identify and assign an on-site support team for those in need.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible
Eddie Hundley

Schedule

Evidence of Completion
Student Data reports / Instructional Leadership Team Agenda and minutes

Plan to Monitor Progress Toward G1. 8

Discipline Data

Person Responsible
Eddie Hundley

Schedule

Evidence of Completion
Suspension data comparison to 16/17 data

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

🔑 G097667

Targets Supported `1b`

Indicator	Annual Target
5Es Score: Involved Families	10.0
5Es Score: Parent Involvement	10.0

Targeted Barriers to Achieving the Goal `3`

- Parents working and unable to attend functions

- High number of spanish speaking parents

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

- - Parent involvement Coordinator - Partnership with Manatee Technical College - Parent Liason

Plan to Monitor Progress Toward G2. `8`

Collect data from meetings to determine effectiveness

Person Responsible
Debora Shannon

Schedule
On 11/12/2018

Evidence of Completion
parent questionnaire and sign in sheets

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

🔑 G097668

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	45.0
FSA Mathematics Achievement	50.0
FCAT 2.0 Science Proficiency	40.0
Civics EOC Pass	40.0

Targeted Barriers to Achieving the Goal `3`

- Standards based instruction is not evident in all classrooms

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

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

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

- Development and administration of common formative assessments

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

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

- District instructional support personnel

- Reading / Instructional Coach

Plan to Monitor Progress Toward G3. `8`

District mid-quarter and quarterly assessments results

Person Responsible
Eddie Hundley

Schedule

Evidence of Completion
Proficiency data from assessments

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Decrease the amount of instruction time that students miss due to office discipline referrals by 30% in comparison to 2016 - 2017 referrals 1

🔑 G097666

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

🔑 B262500

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

🔑 S278005

Strategy Rationale

Students will not fall as far behind if they still have access to work and assistance.

Action Step 1 5

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

Person Responsible

Eddie Hundley

Schedule

Annually, from 9/4/2017 to 6/8/2018

Evidence of Completion

- Increased number of students showing proficient performance as measured by FSA - Increased number of students with learning gains as measured by FSA - Decrease in number of missing assignments resulting from time spent in ISS

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

Student attendance in the STOP program events

Person Responsible

Eddie Hundley

Schedule

Evidence of Completion

Student weekly progress reports and sign in sheets. Attendance rosters from STOP meetings and events

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

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

Person Responsible

Eddie Hundley

Schedule

Evidence of Completion

Increased academic performance and decreased absenteeism and discipline infractions

G2. Increase parent involvement and participation in school activities 1

🔑 G097667

G2.B1 Parents working and unable to attend functions 2

🔑 B262502

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

🔑 S278007

Strategy Rationale

Working parents have limited time and days to miss work and or attend school functions. By providing multi-purpose meetings, it will decrease the number of visits parents need to make.

Action Step 1 5

Create parent workshop schedule

Person Responsible

Debora Shannon

Schedule

Evidence of Completion

Schedule of Events

Action Step 2 5

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

Person Responsible

Debora Shannon

Schedule

Evidence of Completion

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

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

Person Responsible

Debora Shannon

Schedule

Evidence of Completion

Parent call-out log, Parent sign-in sheets

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

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

Person Responsible

Debora Shannon

Schedule

Evidence of Completion

Parent call log and sign in sheets will demonstrate increased numbers of participants

G2.B2 High number of spanish speaking parents 2

🔑 B262503

G2.B2.S1 Create a system of communication that serves both English and Spanish speaking individuals. 4

🔑 S278008

Strategy Rationale

Keep all school stakeholders involved and informed of activities, events, requirements, and other relevant information.

Action Step 1 5

Secure and utilize a translator system to provide real time questioning and answering conditions during meetings and events.

Person Responsible

Debora Shannon

Schedule

Evidence of Completion

The headphone/ microphone communication equipment

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitor attendance and participation of non-English speaking families in SAC/PTO, and parent involvement meetings

Person Responsible

Debora Shannon

Schedule

Evidence of Completion

Attendance sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Monitor attendance and participation of non-English speaking families in SAC/PTO, and parent involvement meetings

Person Responsible

Debora Shannon

Schedule

Evidence of Completion

Attendance sheets

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Collection and review of attendance forms

Person Responsible

Eddie Hundley

Schedule

Evidence of Completion

The attendance rosters with the number of parents/families that attend the meetings

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

🔑 G097668

G3.B1 Standards based instruction is not evident in all classrooms `2`

🔑 B262506

G3.B1.S1 - Collaborative instructional planning for teachers `4`

🔑 S278009

Strategy Rationale

Increase teacher effectiveness regardless of years of experience through collaboration.

Action Step 1 `5`

Create weekly collaborative lesson plan sessions for content teachers with administrative support.

Person Responsible

Darlene Proue

Schedule

Evidence of Completion

Attendance sheets from collaborative meetings.

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

Member of the school leadership team or district instructional specialist will be present in meetings

Person Responsible

Eddie Hundley

Schedule

Evidence of Completion

Attendance sheet

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

Increased rigor and relevance of lesson plans and aactivities

Person Responsible

Eddie Hundley

Schedule

Evidence of Completion

Lesson plan content / Walk-through or evaluation data

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

🔑 B262508

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

🔑 S278010

Strategy Rationale

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

Action Step 1 `5`

Provide professional development on lesson plan writing through the school-wide PD offerings.

Person Responsible

Debora Shannon

Schedule

On 6/8/2018

Evidence of Completion

Teacher attendance roster for summer professional development provided.

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

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

Person Responsible

Eddie Hundley

Schedule

Weekly, from 8/17/2016 to 5/31/2017

Evidence of Completion

The lesson plan program (on-course) records all lessons that are reviewed. Feedback from administration to teachers regarding plans (email) 100% of posted plans will be in the GRRR model framework

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

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

Person Responsible

Debora Shannon

Schedule

Weekly, from 8/17/2016 to 6/1/2017

Evidence of Completion

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

G3.B3.S2 - Provide initial training in lesson plan format by School instructional Coach. 4

🔑 S278011

Strategy Rationale

- Ensuring that teachers understand the elements of the lesson plan format as well as their purpose.

Action Step 1 5

Weekly professional development offerings on Tuesday mornings

Person Responsible

Darlene Proue

Schedule

Weekly, from 8/10/2017 to 6/8/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

Collection of agendas and review of lesson plans.

Person Responsible

Darlene Proue

Schedule

Weekly, from 8/10/2017 to 6/8/2018

Evidence of Completion

Meeting agendas and lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 `7`

Attendance in professional development offerings by Admin.

Person Responsible

Darlene Proue

Schedule

Weekly, from 8/10/2017 to 6/8/2018

Evidence of Completion

Copies of lesson plans with elements of GRR model present.

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 `7`

Attendance in professional development offerings by Admin.

Person Responsible

Darlene Proue

Schedule

Weekly, from 8/10/2017 to 6/8/2018

Evidence of Completion

Copies of lesson plans with elements of GRR model present.

G3.B3.S4 - Schedule students into the AVID program for additional academic support and study skill development. `4`

`S278013`

Strategy Rationale

- Students lacking support at home can receive assistance with problem solving, college readiness, and work ethic.

Action Step 1 `5`

Students will be identified for candidacy in the AVID program by teachers and administration based on prior years academic and social skills performance.

Person Responsible

Darlene Proue

Schedule

Evidence of Completion

Students will sustain or improve academically as compared to 2015-2016 academic performance measures

Plan to Monitor Fidelity of Implementation of G3.B3.S4 `6`

Monitoring and review of progress reports, Bench Mark Assessments, and Report Cards.

Person Responsible

Tammila Smith

Schedule

Evidence of Completion

Students will show evidence of progress through improved grades in core content areas as well as Assessment scores.

Plan to Monitor Effectiveness of Implementation of G3.B3.S4 7

Person Responsible

Schedule

Evidence of Completion