

Alachua County Public Schools

Abraham Lincoln Middle School



2018-19 Schoolwide Improvement Plan

Abraham Lincoln Middle School

1001 SE 12TH ST, Gainesville, FL 32641

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	A*

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Alachua County School Board on 10/16/2018.

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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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.

2018-19 DA Category and Statuses for Abraham Lincoln Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

The relationship between teachers, students, and parents is critical. We provide families a warm, safe setting that allows stakeholders to see and feel that we genuinely want to see all of our children succeed. Our teachers are strongly encouraged to build positive rapport with each student and their family through surveys, parent-teacher conferences, data meetings, EPT meetings, telephone conversations, and email. In addition, we hold open house and parent night activities that allow families to meet with their child's teachers. Our slogan for the year is "Every child, always." The administration talks about this slogan during every morning announcement to the students as well as each faculty meeting. At Lincoln, we have a diverse set of learners and we want to meet the various needs of every child as they come to us.

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

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

In-services are held regularly by Deans/Administration as it pertains to student expectations and school safety procedures/concerns. Following our slogan of "Every child, always" we want to make sure that every child feels safe and respected. This is modeled in every conversation we as a staff have with students.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

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

Our discipline process includes restorative justice where our deans and administration try to find meaningful solutions to a discipline incident that repairs the harm and helps our students grow as responsible citizens moving forward.

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

All of our teachers are trained in the CHAMPS classroom management system that allows for consistency across all the classrooms as well as in the cafeteria. Protocols and procedures are in place under this model to ensure that students understand and follow clear expectations of them in the classroom.

All teachers have been trained in CRISS in order to help structure and organize classroom instruction in order to increase authentic engagement.

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

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

School Counselors provide individual, small group, and large group classroom guidance.

We are fortunate to partner CDS to provide social-emotional support for all students in a program called Project SUCCESS. They provide us with a school-based mental health worker who is assigned to our school for the entire school year. This mental health worker works with student on an individual and small group basis. The goals of the program are to prevent and reduce alcohol, tobacco, and other drug use and to improve school performance. To accomplish these goals, students have the opportunity to participate in additional schoolwide awareness programs, classroom discussions,

extracurricular activities, small group, and individual meetings to correct erroneous perceptions about substance use and learn skills to identify and resist social and situational pressure to use substances. Parent meetings and workshops are also available to assist in prevention efforts.

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

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

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

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

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

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

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

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

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

time, thereby increasing effectiveness.

We partner with System of Care to identify students in need of additional support. They coordinate supports for families and work with them to put a service plan into action. System of Care provides a "wraparound" services which means that supports and services help the child as well as the family.

We have a group of 6th grade girls that will do a lunch bunch facilitated by River Phoenix Peacebuilding Institute. The goal will be to better understand the conflict that exists between students and teachers and find ways to bridge the gap. The students will meet once a month with the teachers during a lunch period.

Our counselors formed a group called the Lincoln Ladies which focuses on social-emotional learning and etiquette. They are exposed to outside opportunities through field trips, guest speakers, and small group instruction.

Heart and Sole is a social-emotional group for girls at Lincoln. They focus on self-esteem building through activities, running, team-building, and mentors. They meet twice a week after a school.

Sexuality and Gender Equality (SAGE) meets at Lincoln as a Gay Straight Alliance. They meet monthly to bring together LGBTQ and straight students to support each other, provide a safe place to socialize, and create a platform to fight for racial, gender, LGBTQ, and economic justice.

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.

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

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

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

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

administrator to identify and track the indicators[s] of concern. The dashboard allows indicators to be measured using numbers as well as percentages.

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

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

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

Early warning indicators that are utilized at Lincoln are:

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

Suspensions:

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

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

Failure of Core content course ELA, Math, and Science

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

Poor scores on District Assessments (AIMS)

Parent Involvement: minimal to no attendance

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	34	19	14	0	0	0	0	67
One or more suspensions	0	0	0	0	0	0	23	39	30	0	0	0	0	92
Course failure in ELA or Math	0	0	0	0	0	0	31	21	18	0	0	0	0	70
Level 1 on statewide assessment	0	0	0	0	0	0	69	71	63	0	0	0	0	203

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	47	53	37	0	0	0	0	137	

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

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

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

Noble Terriers: This is a mentoring group run by the Assistant Principal, Dean, and SRO. The

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

Lincoln Ladies: This is a mentoring group run by a School Counselor and the School Psychologist. The purpose of this group is to provide guidance and awareness to female students to promote positive behavior and academic success. The primary objective is to teach students to become productive citizens, resolve conflicts peacefully, expose students' to various life management skills and employment opportunities.

Ten of our girls in the 6th grade who display behavioral concerns are brought to do a lunch group once a month. This group meets with teachers and is treated as an opportunity for the teachers to learn from the students in an informal setting about the issues within the school. The goal is to break down barriers between the staff and the chronically disciplined students and shift students into the mindset of being leaders at the school.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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?

No

1. PFEP Link

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

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

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

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

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

The PTA will make a strong emphasis on utilizing community resources to pull financial support in order to purchase additional materials for the American Reading Company Literature. This will identify student's individual reading levels as well as deficiencies. The curriculum is then designed to focus small-group instruction on the deficiencies as well as large group reading on text that is student-friendly in both interest level and reading level.

Targeted students who are in the 2.5 bucket for a given FSA will be assigned MobyMax which targets deficiencies in math and reading. Students will be pulled weekly during their elective period to work on remediation.

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
Strappy, LaTroy	Principal
Ellerbe, Anteria	Dean
Gano, Jill	School Counselor
Williams, Mary	School Counselor
Jones, Marlon	Assistant Principal
Bell, Ricky	Assistant Principal
Zwilling, Daniel	Dean

b. Duties

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

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

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

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
LaTroy Strappy	Principal
Ryan Beecher	Business/Community
Deloris Golston	Business/Community
May Steward	Teacher
Sheri Buchanan	Teacher
Frank Washington	Education Support Employee
Mary Williams	Teacher
Jennifer James	Parent
Prodip Bose	Parent
Wendy Roche	Business/Community
Sarah Buchanan	Student
Dyllan Strappy	Student
	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, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

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

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

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

School Improvement funds will be used to support professional development. New chairs were purchased for our band room. \$5,600.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Strappy, LaTroy	Principal
Tanner, Cynthia	Teacher, K-12
Bell, Ricky	Assistant Principal

b. Duties

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

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

We will provide the literacy team with frequent opportunities to unpack the FS standards for Language Arts as they are being instructed to deepen teacher understanding of the new standards. We will provide teacher substitutes for all of our Language Arts teachers to meet as a department and unpack the test item specs for the Florida State Assessment. All Language Arts teacher have a common planning period so that they can meet regularly to seek help on how to better incorporate standards into their lessons in an effective manner.

Our District Coach is assigned to our school to assist teachers in data implementation and classroom instruction. The coach will develop several areas of focus with the reading teachers and meet regularly to guide and mentor. The coach will model various research-based strategies, rotating stations and to help the teachers in implementation in the classroom. The district partnered with the

Lastinger Center at UF on a coaching model. This district coach will implement the 5 For 5, which is a step-by-step guide for a 5-week coaching partnership utilizing the ACPS Coaching Cycle Model.

D. Public and Collaborative Teaching

The school's 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.

The school provides:

- Common subject area planning periods for teachers
- Schedule collaborative planning days for teachers and coaches by department
- Provide opportunities for teachers to visit other grade level classrooms within their subject area for observation of best practices
- Provide opportunities for teachers to visit other teachers within their grade level for observation of best practices
- Monthly school/team building activities for all staff
- Staff recognition by leadership team of accomplishments during faculty meetings and on morning news
- School hospitality committee
- Teachers encouraged to provide feedback for professional needs development

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

1. Regular observations and informal meetings with assigned administrator. Principal and Assistant Principals are responsible.
2. Meet with teacher coaches. Coach as assigned is responsible.
3. New Teacher Induction Program. District Staff Development is responsible.
4. Participate in Professional Learning Communities and Lesson Study. Principal and Assistant Principals are responsible.
4. Host interns and practicum students from the University of Florida, Santa Fe College, and St. Leo's.
5. New teachers to Lincoln are assigned two mentors from the school to assist with curriculum and classroom management.
6. Administration will attend and recruit at job fairs.
7. Administration will seek opportunities to speak at the University of Florida and recruit potential teachers.

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

The ELA department will meet with our district ELA coach who will instruct on best practices as well as how the standards are assessed in both the writing and reading portions of the test.

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

Lesson plans are collected monthly and then monitored through classroom snapshots to ensure lessons are aligned to the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

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

We will continue to examine the following data throughout the school year:

AIMS

Writing Assessment

Last year's FSA scores and EOC scores

Weekly discipline reports

The school also established a data room in which teachers are able to see a visible picture of a student along with the FSA bucket category they are in. This disfluency of the data that we can see in an excel file allowed for teachers and administration to realize a trend that they may not have seen before. Our students are typically somewhat spread equally between all buckets in the 6th grade and then as they move through our school students become polarized into the extreme ends of the FSA scores. The means that many students who are on the verge of proficiency tend to drop down in their performance as they move to the 7th and 8th grade. We also saw that by the 8th grade, the vast majority of our black students are in the 1-2 bucket while our white students were in the 4-5 bucket. Because of this we have identified students that the administration assesses can handle a more difficult course load and have placed them in advanced classes for their respective strengths. This year we have more black students in advanced classes than we have had in the previous years.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 5,400

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bell, Ricky, bellre@gm.sbac.edu

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

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

Strategy: After School Program

Minutes added to school year: 17,280

21st Century:

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

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

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Steward, May, stewardml@gm.sbac.edu

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may 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.

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

-International Fair Day
-Junior Achievement

b. College and Career Readiness

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

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

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

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

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

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

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

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

not applicable

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase percentage of students achieving proficiency based on the 2018-2019 FSA ELA scores. In 2017-2018, 57.9% of our students were proficient in this area. We would like to increase that percentage to 62%.
- G2.** Increase percentage of students achieving proficiency in mathematics based on the 2017-2018 FSA Math. In 2017-2018, 54.6% of our students were proficient in this area. We would like to increase that percentage to 62%.
- G3.** Our Science Goal is to improve our overall performance for students who score level 3 by 10%. In 2014-2015, 53.2% of our 8th grade population scored at a Level 3 or higher. In 2015-2016, 58.3% of our 8th grade population scored at a Level 3 or higher. In 2016-2017, 53.5% of our 8th grade population scored a Level 3 or higher. In 2017-2018, 52% of our 8th grade population scored a Level 3 or higher. We would like 70% of our 8th grade population to score at a Level 3 or higher for 2017-2018.

Strategic Goals Detail

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

G1. Increase percentage of students achieving proficiency based on the 2018-2019 FSA ELA scores. In 2017-2018, 57.9% of our students were proficient in this area. We would like to increase that percentage to 62%. 1a

G100630

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Black/African American	30.0

Targeted Barriers to Achieving the Goal 3

- Students come to middle school with delayed language development and limited vocabulary knowledge/vocabulary building skills.
- Complexity of text hinders some students' growth when their basic reading skills are limited.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers using diagnostic tools provided by Moby Max, College Board, and ARC will assist teachers in properly identifying students ability levels allowing for a focused interventions by teachers to promote student growth. Teachers will work with district literacy coaches and supervisors to successfully implement county wide scope and sequence for reading classes. The American Reading Company (ARC) curriculum was purchased for the 7th grade. Data has shown that it is effective in diagnosing a student's reading level and specific areas of need. It provides curriculum for small group targeted instruction as well as silent reading books that are both on the student interest and reading level. Our school is in the process of raising funds in order to purchase the material for the 6th grade.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Ricky Bell

Schedule

Annually, from 8/13/2018 to 5/31/2019

Evidence of Completion

Number of students in 2.5 bucket moving to a 3 on the ELA FSA

G2. Increase percentage of students achieving proficiency in mathematics based on the 2017-2018 FSA Math. In 2017-2018, 54.6% of our students were proficient in this area. We would like to increase that percentage to 62%. 1a

G100631

Targets Supported 1b

Indicator	Annual Target
FSA Math Achievement - Black/African American	30.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher Professional Learning Community -Assessment Data AIMS Quarterly Tests -CPALMS -College Board Diagnostic Tools (based on PSAT results)design analyze student growth areas and provide personalized lessons through Khan Academy. -Moby Max Diagnostic/ Developmental software -Common Planning for Math teachers

Plan to Monitor Progress Toward G2. 8

AIMS quarterly assessments, chapter tests and quizzes

Person Responsible

Ricky Bell

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

AIMS quarterly assessments, FSA math scores from 2017-2018

G3. Our Science Goal is to improve our overall performance for students who score level 3 by 10%. In 2014-2015, 53.2% of our 8th grade population scored at a Level 3 or higher. In 2015-2016, 58.3% of our 8th grade population scored at a Level 3 or higher. In 2016-2017, 53.5% of our 8th grade population scored at a Level 3 or higher. In 2017-2018, 52% of our 8th grade population scored a Level 3 or higher. We would like 70% of our 8th grade population to score at a Level 3 or higher for 2017-2018. **1a**

 G100632

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0

Targeted Barriers to Achieving the Goal **3**

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

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

- Use of graphic organizers to increase lesson acquisition and mastery. The use of differentiated instruction, Depth of Knowledge strategies, and Marzano strategies. SMART Response equipment. We will utilize interactive Bright Link Projectors for student modeling. CHAMPS will be utilized for classroom consistency with protocol and procedures.

Plan to Monitor Progress Toward G3. **8**

Quarterly Assessments and previous year FCAT scores

Person Responsible

LaTroy Strappy

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. Increase percentage of students achieving proficiency based on the 2018-2019 FSA ELA scores. In 2017-2018, 57.9% of our students were proficient in this area. We would like to increase that percentage to 62%. **1**

 G100630

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

 B271528

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

 S287415

Strategy Rationale

To improve students' language acquisition and development

Action Step 1 **5**

6th and 7th grade teachers will test all students in the Reading levels using the American Reading Company Diagnostic Tool. Curriculum will then be tailored to the given needs of the student.

Person Responsible

Ricky Bell

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Diagnostic test data as well as follow up in AIMS growth

Action Step 2 **5**

Classrooms will incorporate a word wall into their instruction in order to expand student vocabulary skills.

Person Responsible

Ricky Bell

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Visual representation during classroom snapshots

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

Evidence of growth in ELA AIMS score

Person Responsible

Ricky Bell

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

AIMS Data

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

Evidence of an increase in academic vocabulary in the classroom

Person Responsible

LaTroy Strappy

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Classroom snapshots, lesson plan reviews, and classroom observations

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

Assessment data will be collected from AIMS and teacher-made assessments. Increase in percentage of students showing proficiency in reading will be monitored

Person Responsible

Ricky Bell

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Disaggregated data from AIMS and teacher-made assessments.

G1.B2 Complexity of text hinders some students' growth when their basic reading skills are limited. 2

 B271529

G1.B2.S1 Working with district data, we will identify our 2.5 bucket students and assign them VIP status which includes support from a team of teachers and administrative mentors. These students will be tested in small groups and have availability to weekend boot camps. 4

 S287416

Strategy Rationale

This students represent the greatest opportunity to not only increase school grade, but help the school develop strategies to lesson the achievement gap between white and black students at Lincoln.

Action Step 1 5

Identify 2.5 bucket students and update our data wall to reflect information.

Person Responsible

Ricky Bell

Schedule

On 5/31/2019

Evidence of Completion

The 2.5 bucket list students identified and placed on data wall.

Action Step 2 5

Identified students will be monitored through AIMS and formal assessments to track progress.

Person Responsible

Ricky Bell

Schedule

Quarterly, from 10/15/2018 to 5/31/2019

Evidence of Completion

AIMS and formal assessments

Action Step 3 5

Weekly intervention sessions using Moby Max

Person Responsible

LaTroy Strappy

Schedule

Weekly, from 10/15/2018 to 5/31/2019

Evidence of Completion

Moby Max data

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

Monitor progress of 2.5 bucket students during ELA department meeting

Person Responsible

Ricky Bell

Schedule

Monthly, from 11/1/2018 to 5/31/2019

Evidence of Completion

Moby Max data, AIMS data, and formal assessments will be analyzed and discussed during monthly department meeting

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

Check FSA scores for gains from 2.5 students

Person Responsible

LaTroy Strappy

Schedule

On 6/5/2019

Evidence of Completion

FSA ELA scores

G2. Increase percentage of students achieving proficiency in mathematics based on the 2017-2018 FSA Math. In 2017-2018, 54.6% of our students were proficient in this area. We would like to increase that percentage to 62%. **1**

 G100631

G2.B1 Students lack prerequisite skills and fact fluency needed for mastery of grade-level content. Math text is challenging and doesn't provide much opportunity to reteach skills that students should know prior to entering middle school. Students near or at proficiency are not being academically challenged. **2**

 B271530

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

 S287417

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Ricky Bell

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Classroom walkthroughs; Lesson plans

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

Classroom walkthroughs; Review of lesson plans

Person Responsible

Marlon Jones

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

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

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

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

Person Responsible

Ricky Bell

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

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

G2.B1.S2 Students showing proficiency and given teacher recommendations will be placed in rigorous advanced coursework. 4

 S287418

Strategy Rationale

Rigorous coursework will challenge high achieving students and allow for smaller class sizes in our intensive math classrooms.

Action Step 1 5

8th grade students with a 3 on the prior year Math FSA will be given Algebra 1 Honors with a veteran teacher.

Person Responsible

Ricky Bell

Schedule

On 9/28/2018

Evidence of Completion

FSA Data and teacher recommendations

Action Step 2 5

Students with a 4 or 5 on the prior year math FSA will be placed in a magnet advanced level class for Math and Science.

Person Responsible

Ricky Bell

Schedule

On 9/28/2018

Evidence of Completion

FSA Scores and Teacher Recommendations

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

AIMS data will be monitored and weekly consult with the teachers to monitor successful progress and appropriate placement

Person Responsible

Ricky Bell

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Teacher consult, AIMS data, student gradebook

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Student progress will be assessed and if needed, additional supports will be provided for struggling students.

Person Responsible

Ricky Bell

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Student grades and progress monitoring through AIMS

G3. Our Science Goal is to improve our overall performance for students who score level 3 by 10%. In 2014-2015, 53.2% of our 8th grade population scored at a Level 3 or higher. In 2015-2016, 58.3% of our 8th grade population scored at a Level 3 or higher. In 2016-2017, 53.5% of our 8th grade population scored a Level 3 or higher. In 2017-2018, 52% of our 8th grade population scored a Level 3 or higher. We would like 70% of our 8th grade population to score at a Level 3 or higher for 2017-2018. **1**

 G100632

G3.B1 Textbooks are written above students' reading level. Students are not skilled in note taking and study skills. **2**

 B271531

G3.B1.S1 Differentiated instruction and Graphic Organizers to ensure comprehension of all material as well as common planning to help teachers plan instruction to the standards. **4**

 S287419

Strategy Rationale

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

Action Step 1 **5**

Differentiated instruction and graphic organizers

Person Responsible

Ricky Bell

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

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

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

Lesson plan monitoring and classroom observations(Snap Shots).

Person Responsible

LaTroy Strappy

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

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

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

Formal and Informal Assessment Results (AIMS)

Person Responsible

Ricky Bell

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

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

V. Professional Development Opportunities

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

G1. Increase percentage of students achieving proficiency based on the 2018-2019 FSA ELA scores. In 2017-2018, 57.9% of our students were proficient in this area. We would like to increase that percentage to 62%.

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

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

PD Opportunity 1

6th and 7th grade teachers will test all students in the Reading levels using the American Reading Company Diagnostic Tool. Curriculum will then be tailored to the given needs of the student.

Facilitator

Lincoln's Language Arts Department Chair: Cynthia Tanner

Participants

Language Arts and Reading Teachers

Schedule

Daily, from 8/13/2018 to 5/31/2019

G2. Increase percentage of students achieving proficiency in mathematics based on the 2017-2018 FSA Math. In 2017-2018, 54.6% of our students were proficient in this area. We would like to increase that percentage to 62%.

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

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

PD Opportunity 1

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

Facilitator

Thomas Vu - Math Department Head and Derick Frazer - District Head of the Math Department

Participants

Math Teachers

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

G3. Our Science Goal is to improve our overall performance for students who score level 3 by 10%. In 2014-2015, 53.2% of our 8th grade population scored at a Level 3 or higher. In 2015-2016, 58.3% of our 8th grade population scored at a Level 3 or higher. In 2016-2017, 53.5% of our 8th grade population scored a Level 3 or higher. In 2017-2018, 52% of our 8th grade population scored a Level 3 or higher. We would like 70% of our 8th grade population to score at a Level 3 or higher for 2017-2018.

G3.B1 Textbooks are written above students' reading level. Students are not skilled in note taking and study skills.

G3.B1.S1 Differentiated instruction and Graphic Organizers to ensure comprehension of all material as well as common planning to help teachers plan instruction to the standards.

PD Opportunity 1

Differentiated instruction and graphic organizers

Facilitator

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

Participants

All Science Teachers

Schedule

Weekly, from 8/13/2018 to 5/31/2019

VI. Technical Assistance Items





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

VII. Budget

1	G1.B1.S1.A1	6th and 7th grade teachers will test all students in the Reading levels using the American Reading Company Diagnostic Tool. Curriculum will then be tailored to the given needs of the student.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0112 - Abraham Lincoln Middle School	General Fund		\$6,000.00
			Notes: Purchase beginning 6th grade IRLA for the American Reading Company			
2	G1.B1.S1.A2	Classrooms will incorporate a word wall into their instruction in order to expand student vocabulary skills.				\$0.00
3	G1.B2.S1.A1	Identify 2.5 bucket students and update our data wall to reflect information.				\$0.00
4	G1.B2.S1.A2	Identified students will be monitored through AIMS and formal assessments to track progress.				\$0.00
5	G1.B2.S1.A3	Weekly intervention sessions using Moby Max				\$0.00
6	G2.B1.S1.A1	Teachers will disaggregate data from AIMS quarterly assessment to determine where students are deficient in their math knowledge.				\$488.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0112 - Abraham Lincoln Middle School	General Fund		\$488.00
			Notes: Payment towards bootcamps addressing math deficiencies			
7	G2.B1.S2.A1	8th grade students with a 3 on the prior year Math FSA will be given Algebra 1 Honors with a veteran teacher.				\$0.00
8	G2.B1.S2.A2	Students with a 4 or 5 on the prior year math FSA will be placed in a magnet advanced level class for Math and Science.				\$0.00
9	G3.B1.S1.A1	Differentiated instruction and graphic organizers				\$488.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			District-Wide	General Fund		\$488.00
Total:						\$6,976.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G2.B1.S2.A1 A389899	8th grade students with a 3 on the prior year Math FSA will be given Algebra 1 Honors with a...	Bell, Ricky	8/13/2018	FSA Data and teacher recommendations	9/28/2018 one-time
G2.B1.S2.A2 A389900	Students with a 4 or 5 on the prior year math FSA will be placed in a magnet advanced level class...	Bell, Ricky	8/13/2018	FSA Scores and Teacher Recommendations	9/28/2018 one-time
G1.MA1 M425981	Data collected in step 7 will be monitored. If increase in proficiency is not observed, then...	Bell, Ricky	8/13/2018	Number of students in 2.5 bucket moving to a 3 on the ELA FSA	5/31/2019 annually
G2.MA1 M425986	AIMS quarterly assessments, chapter tests and quizzes	Bell, Ricky	8/13/2018	AIMS quarterly assessments, FSA math scores from 2017-2018	5/31/2019 quarterly
G3.MA1 M425989	Quarterly Assessments and previous year FCAT scores	Strappy, LaTroy	8/13/2018	All parties will look at available data on a monthly basis in Science Department meetings	5/31/2019 monthly
G1.B1.S1.MA1 M425976	Assessment data will be collected from AIMS and teacher-made assessments. Increase in percentage of...	Bell, Ricky	8/13/2018	Disaggregated data from AIMS and teacher-made assessments.	5/31/2019 monthly
G1.B1.S1.MA1 M425977	Evidence of growth in ELA AIMS score	Bell, Ricky	8/13/2018	AIMS Data	5/31/2019 quarterly
G1.B1.S1.MA3 M425978	Evidence of an increase in academic vocabulary in the classroom	Strappy, LaTroy	8/13/2018	Classroom snapshots, lesson plan reviews, and classroom observations	5/31/2019 monthly
G1.B1.S1.A1 A389893	6th and 7th grade teachers will test all students in the Reading levels using the American Reading...	Bell, Ricky	8/13/2018	Diagnostic test data as well as follow up in AIMS growth	5/31/2019 daily
G1.B1.S1.A2 A389894	Classrooms will incorporate a word wall into their instruction in order to expand student...	Bell, Ricky	8/13/2018	Visual representation during classroom snapshots	5/31/2019 monthly
G1.B2.S1.MA1 M425980	Monitor progress of 2.5 bucket students during ELA department meeting	Bell, Ricky	11/1/2018	Moby Max data, AIMS data, and formal assessments will be analyzed and discussed during monthly department meeting	5/31/2019 monthly
G1.B2.S1.A1 A389895	Identify 2.5 bucket students and update our data wall to reflect information.	Bell, Ricky	10/15/2018	The 2.5 bucket list students identified and placed on data wall.	5/31/2019 one-time
G1.B2.S1.A2 A389896	Identified students will be monitored through AIMS and formal assessments to track progress.	Bell, Ricky	10/15/2018	AIMS and formal assessments	5/31/2019 quarterly
G1.B2.S1.A3 A389897	Weekly intervention sessions using Mobly Max	Strappy, LaTroy	10/15/2018	Moby Max data	5/31/2019 weekly
G2.B1.S1.MA1 M425982	Review of math data (chapter tests, AIMS quarterly assessments)	Bell, Ricky	8/13/2018	Data Chat documentation; Leadership Team meeting notes; Math Department meeting notes	5/31/2019 monthly
G2.B1.S1.MA1 M425983	Classroom walkthroughs; Review of lesson plans	Jones, Marlon	8/13/2018	Lesson plans contain activities that scaffold learning. This scaffolding is evident during classroom walkthroughs.	5/31/2019 weekly
G2.B1.S1.A1 A389898	Teachers will disaggregate data from AIMS quarterly assessment to determine where students are...	Bell, Ricky	8/13/2018	Classroom walkthroughs; Lesson plans	5/31/2019 quarterly
G3.B1.S1.MA1 M425987	Formal and Informal Assessment Results (AIMS)	Bell, Ricky	8/13/2018	Students are passing or at least showing progress on formal and informal assessments	5/31/2019 quarterly
G3.B1.S1.MA1 M425988	Lesson plan monitoring and classroom observations(Snap Shots).	Strappy, LaTroy	8/13/2018	Lesson plans are up to date and addresses all necessary areas. During observations, there is evidence of	5/31/2019 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				higher order questioning and Gradual Release Model.	
G3.B1.S1.A1  A389901	Differentiated instruction and graphic organizers	Bell, Ricky	8/13/2018	Lesson plan monitoring, classroom observations, formal and informal classroom observations, assessment results	5/31/2019 weekly
G2.B1.S2.MA1  M425984	Student progress will be assessed and if needed, additional supports will be provided for...	Bell, Ricky	8/13/2018	Student grades and progress monitoring through AIMS	5/31/2019 monthly
G2.B1.S2.MA1  M425985	AIMS data will be monitored and weekly consult with the teachers to monitor successful progress and...	Bell, Ricky	8/13/2018	Teacher consult, AIMS data, student gradebook	5/31/2019 weekly
G1.B2.S1.MA1  M425979	Check FSA scores for gains from 2.5 students	Strappy, LaTroy	6/5/2019	FSA ELA scores	6/5/2019 one-time