



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Abraham Lincoln Middle School

1001 SE 12TH ST

Gainesville, FL 32641

352-955-6711

<http://www.sbac.edu/pages/acps>

School Demographics

School Type
Middle School

Title I
No

Free and Reduced Lunch Rate
54%

Alternative/ESE Center
No

Charter School
No

Minority Rate
75%

School Grades History

2013-14
A

2012-13
B

2011-12
A

2010-11
A

2009-10
B

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School

Abraham Lincoln Middle School

Principal

Don Lewis

School Advisory Council chair

Jillian Geis

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

Name	Title
Mallory Becker	Assistant Principal
Wanza Wakeley	Assistant Principal
Liz Coleman-Hayes	Team Leader 6th Lyceum
Philip Kozlowski	Team Leader 6th Major Program
Jillian Geis	Team Leader 7th Lyceum
Cheri Gallman	Team Leader 7th Major Program
Carla Garcia	Team Leader 8th Lyceum
Cheryl Thorn	Team Leader 8th Major Program
Tammy Burgard	Counselor
Karen Martin	Counselor
Leroy Williams	Dean

District-Level Information

District

Alachua

Superintendent

Dr. W. Daniel Boyd, Jr.

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

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

Membership of the SAC

Jillian Geis- SAC Chair

Don Lewis - Principal

May Steward- Teacher

Missy Rubin - Parent

Ursula Crews - Parent
 Sharon Sheppard - Parent
 Deloris Golston - Career Service
 Shawntell Brown - Other Citizen
 Ryan Beecher - Other Citizen
 Janet Shaw - Teacher
 Leroy Williams - Dean
 Mallory Becker - Assistant Principal
 Wanza Wakeley - Assistant Principal

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The Lincoln School Advisory Council meets on a monthly basis to develop and monitor the implementation of the School Improvement Plan. The SAC also discusses issues that need to be addressed both during the year and for the upcoming school year and decides how school improvement funds are to be spent. This year we are addressing the need for cultural change or shifts in school culture. We are using "FISH" and "Who Moved My Cheese" to inspire positive change, providing motivation for teachers to turn in consistent lesson plans, put RTI interventions into place, participate in book studies and trainings, and simply do the very best for our students no matter who or what subject they teach.

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

Substitutes to allow teachers to attend in-service and work in PLCs \$1,945.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Don Lewis		
Principal	Years as Administrator: 31	Years at Current School: 10

Credentials Specialist in Education

Performance Record Lincoln was an A school for the 2011-2012 school year with a total point score of 645. Lincoln was a B school for the 2012-2013 school year with a total point score of 580 points. Lincoln was a B school for the 2009-2010 school year even though the total point score was 525. Prior to that school year, Lincoln was an A school every year that Mr. Lewis has been principal. Before his assignment at Lincoln, he was the Director of Secondary Education for nine year.

Mallory Becker		
Asst Principal	Years as Administrator: 7	Years at Current School: 1

Credentials Doctor of Philosophy in Education with a minor in Education Administration. (PhD)
Masters in Education (M.Ed.)
Masters in Social Work (MSW)

Performance Record Principal at Aviva High School 1999-2005 in Hollywood, California. This was a non-public school for 6th - 12th grade students who were receiving Special Education services. The goal was to help students catch up on their academic credits and acquire the social emotional skills to be successful in the public school setting. This is Dr. Becker's 2nd year at Lincoln as Assistant Principal.

Wanza Wakeley		
Asst Principal	Years as Administrator: 0	Years at Current School: 4

Credentials Specialist in Education

Performance Record Ms. Wakeley was a Dean of Students at Lincoln Middle School from 8/2010 - 6/2013. Prior to that assignment, she was the Behavior Resource Teacher at Duval Elementary from 2007 - 2010. This is Mrs. Wakeley's 1st year at Lincoln as Assistant Principal.

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Gail Billingsly**

Part-time / District-based

Years as Coach: 3

Years at Current School:

Areas

Reading/Literacy

CredentialsBachelors of Art in Education
Reading Endorsed**Performance Record**Teacher in the classroom for 34 years. Literacy coach for 3 years.
Read 180 Coach for 2 years, and taught Read 180 for 6 years.**Classroom Teachers****# of classroom teachers**

38

receiving effective rating or higher

38, 100%

Highly Qualified Teachers

97%

certified in-field

37, 97%

ESOL endorsed

2, 5%

reading endorsed

6, 16%

with advanced degrees

13, 34%

National Board Certified

0, 0%

first-year teachers

1, 3%

with 1-5 years of experience

9, 24%

with 6-14 years of experience

15, 39%

with 15 or more years of experience

13, 34%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

3, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

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.

Teacher Mentoring Program/Plan

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

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

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 classroom walk-throughs. 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. (Currently, we don't have any teachers in this program).

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

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

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

Once the MTSS team identifies needed interventions, the school improvement plan is constructed based upon those needs. The data collected by our 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.

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

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

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

All 3 administrators conduct regular Classroom walkthroughs to ensure the teachers are following the district's pacing guide. In addition, the data from a variety of resources (i.e., On Track, FAIR, FCAT, etc.) is analyzed and discussed with teachers.

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

To manage the RTI academic data, we use Infinite Campus data management system. All three tiers of students take the On-Track (Math and Science). Our Major Program (Non-magnet mainstream and ESE students) take FAIR tests (Reading) and all students keep a portfolio of writing samples. FCAT scores are also used as indicators of achievement. If a student is identified as needing more intense interventions, they can be referred to one of our more intense classes where additional data such as reading lexile and fluency levels are tracked more frequently. All the teachers also keep records of their benchmark tests that are given according to the pacing guide that can be used as a progress monitoring tool.

To manage behavior data, we use the Infinite Campus data management system. Infinite Campus is used initially to identify the students in need of receiving more intense services than what our tier one Positive Behavior Support (PBS) system can provide. This is usually due to a large amount of behavior referrals or suspensions. These students are monitored by the Deans and Student Services Team. The SST meets weekly to discuss individual students, develop interventions, and identify the personnel who will be responsible for following up and executing the intervention. The grade level team also meets to discuss students, attend Educational Planning Team meetings, and determine other ways to support students.

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

Lincoln's MTSS training includes RTI and differentiated instruction training. Training will be ongoing throughout the school year. Teachers will work closely with the administration, PLC, and grade level teams to discuss and implement interventions.

Kagan training will also be part of our MTSS/RTI process. We offer Kagan support all year long as all returning teachers have had some Kagan training and support in the past and new teachers will be provided with introduction to Kagan strategies. Teachers will identify two strategies that they use as strategies for intervention in the RTI process. The Kagan strategies promote engagement and cooperative learning, which enhances comprehension and leads to a cohesive and enriching learning environment. PBS (Positive Behavior Support) will be a resource for RTI. As we approach our fourth year of PBS, we are continually training new staff and refreshing returning staff. We have a PBS team consisting of the following members: Don Lewis (Principal), Mallory Becker (AP), Wanza Wakeley (AP), Tammy Burgard (Counselor and PBS Chairperson), Kay Patterson (Counselor), Jeff Wilson (Dean), Leroy Williams (Dean). Our PBS team has been meeting once a month. The team is responsible for encouraging teachers to implement PBS and increase positive interactions with students.

Lincoln administration and leadership team will provide all teams professional development days and

support in addressing diverse student needs. The administration encourages teachers and teams to consider ways that they can address meeting all the needs of our students.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program**Minutes added to school year: 37,800**

The 21st Century Community Learning Center (21st CCLC) initiative is a key component of the “No Child Left Behind” Act. It is an opportunity for students to enhance and reinforce academic lessons of the regular school day, while also allowing them to learn new skills and discover new opportunities after the regular school day has ended.

The focus of this program, re-authorized under Title IV, Part B, of the No Child Left Behind Act, is to provide expanded academic enrichment opportunities for children attending low performing schools. Tutorial services and academic enrichment activities are designed to help students meet local and state academic standards in subjects such as reading and math. In addition 21st CCLC programs provide youth development activities, drug and violence prevention programs, technology education programs, art, music and recreation programs, counseling, and character education to enhance the academic component of the program.

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, the specific purposes of the federal law are to: Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics.

Offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students.

Offer families of students served by community learning centers opportunities for literacy and related educational development.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

The purpose of the Profile and Performance Information Collection system is to collect basic information about 21st CCLC programs across the United States.

PPICS was created in 2003 at the commission of the US Department of Education (ED). The system was built to help ED track 21st CCLC programming following the transition from federal to state administration, which took place in 2001.

Each year, PPICS is used to collect program data from some 3,000 21st CCLC grants covering close to 9,000 centers serving 1.5 million student attendees.

There are several accountability measures attached to this program: Mid-Year Data Collection, End-of-Year Data Collection, Formative Evaluation Report, and Summative Evaluation Report.

Who is responsible for monitoring implementation of this strategy?

May Steward, Lincoln science teacher, is in charge of this program at Lincoln Middle School. There are several Lincoln teachers and paraprofessionals that are employed by the 21st Century program. Finally, all three administrators are responsible to guarantee the implementation with fidelity of this program.

Literacy Leadership Team (LLT)

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

Name	Title
Don Lewis	Principal
Mallory Becker	Assistant Principal
Wanza Wakeley	Assistant Principal
Janet Shaw	Site-Tech
Donna Reid	Reading Chair & Teacher
Cheryl Thorn	Reading Teacher
Tramaine Curtis	ESE Department Chair
Lorin Fowler	Team Representative
Kristidel McGregor	School Literacy Leader

How the school-based LLT functions

The team meets regularly to discuss areas of literacy weaknesses and concerns in order to develop literacy-based interventions to increase student performance. The goal is to create a literacy-rich environment for all students. The team was formed several years ago, and has been the source of many positive changes here at Lincoln. Through literacy, students from both the Major Program and the Lyceum Program have been able to work together on literacy-based projects and presentations. We will continue to hold poetry readings, poster contests, book presentations, and bring in local authors to share stories with our students.

Major initiatives of the LLT

The major focus this year is to continue emphasis on writing in our literacy plan. We are using a supplemental writing program called "Wow! I'm a Writer." The author trained our Language Arts teachers, and the teachers have been implementing the program throughout the year showing documentation in their lesson plans. This program has been implemented in addition to their regular curriculum.

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.

Every Teacher Contributes to Reading Instruction**How the school ensures every teacher contributes to the reading improvement of every student**

Every teacher will be incorporating specific strategies into their curriculum (DOK) to help with reading comprehension. There will be a subject-specific goal on their Professional Development Plan for every teacher at Lincoln, which will incorporate reading strategies.

College and Career Readiness

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

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

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.

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

Lincoln's guidance 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.

Strategies for improving student readiness for the public postsecondary level

At Lincoln, we offer before/after school tutoring for all students in all core subjects. In addition to our 21st Century program, we partner with the University of Florida who provides academic tutors.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	60%	No	71%
American Indian				
Asian	98%	99%	Yes	98%
Black/African American	39%	25%	No	45%
Hispanic	73%	83%	Yes	76%
White	98%	96%	No	98%
English language learners				
Students with disabilities	25%	13%	No	33%
Economically disadvantaged	38%	26%	No	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	13%	71%
Students scoring at or above Achievement Level 4	308	46%	65%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	397	64%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	82	51%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		75%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		75%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	131	57%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%	58%	No	69%
American Indian				
Asian	100%	99%	Yes	100%
Black/African American	37%	65%	Yes	43%
Hispanic	70%	83%	Yes	73%
White	98%	95%	Yes	99%
English language learners				
Students with disabilities	26%	8%	No	33%
Economically disadvantaged	35%	22%	No	42%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	11%	70%
Students scoring at or above Achievement Level 4	164	32%	70%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	423	68%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	87	53%	75%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	166	24%	50%
Middle school performance on high school EOC and industry certifications	166	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	10%	0%
Students scoring at or above Achievement Level 4	97	90%	100%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	58	100%	100%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	6%	70%
Students scoring at or above Achievement Level 4	106	46%	70%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	18		25
Participation in STEM-related experiences provided for students	612	70%	85%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	140	20%	30%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	2	100%	100%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	158	23%	15%
Students who fail a mathematics course	34	5%	2%
Students who fail an English Language Arts course	28	4%	2%
Students who fail two or more courses in any subject	41	6%	2%
Students who receive two or more behavior referrals	153	22%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	153	22%	15%

Area 9: Parent Involvement

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

Parental involvement targets for the school

All parents in this school district have online access to Parent Portal in order to monitor their child's academic and behavioral progress. We strongly encourage all of our parents to be members of the PTA, and we have several parent members on the School Advisory Committee. In addition, we have several events throughout the school year that we ask parents to attend. These events include: Family Literacy Night (2 times a year), Open House, Meet the Teacher, Science Night, Numerous Band & Choral performances.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase in Major Program parent participation in our PTA	85	25%	50%

Goals Summary

- G1.** In 2013-2014, 90% of students will score a 3.5 or higher on FCAT Writing. In 2012-2013, only 57% scored 3.5 or higher.
- G2.** Our Science Goal is to improve our overall performance for students who score level 3 by 15%. In 2012-2013, 120 students scored at a Level 3 or higher, which was 56% of our 8th grade population. We would like 71% of our 8th graders to score at level 3.

Goals Detail

G1. In 2013-2014, 90% of students will score a 3.5 or higher on FCAT Writing. In 2012-2013, only 57% scored 3.5 or higher.

Targets Supported

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

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Formal and informal assessments, data chats

Person or Persons Responsible

Teachers

Target Dates or Schedule:

Regularly scheduled assessments and monthly data chats

Evidence of Completion:

Assessment scores are available in Infinite Campus.

G2. Our Science Goal is to improve our overall performance for students who score level 3 by 15%. In 2012-2013, 120 students scored at a Level 3 or higher, which was 56% of our 8th grade population. We would like 71% of our 8th graders to score at level 3.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science
- Science - Middle School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Assessments

Person or Persons Responsible

Teachers, Administrators, and Literacy Coaches

Target Dates or Schedule:

Monthly

Evidence of Completion:

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

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. In 2013-2014, 90% of students will score a 3.5 or higher on FCAT Writing. In 2012-2013, only 57% scored 3.5 or higher.

G1.B1 Lack of writing practice, students cannot always bridge the gap between conversational English and standard/written English.

G1.B1.S1 Teachers will incorporate writing exercises and assignments across content areas. Teachers will use "Wow! I'm a writer" lessons on a regular basis with their Write Source.

Action Step 1

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

Person or Persons Responsible

Administrators and Literacy Coaches

Target Dates or Schedule

During Department meetings

Evidence of Completion

Teachers will implement the curriculum with fidelity

Facilitator:

Administrators and District Literacy Coaches

Participants:

All Language Arts teachers

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

Classroom observations and walkthroughs

Person or Persons Responsible

Administrators and Literacy Coaches

Target Dates or Schedule

2 formal observations of teacher per year. Regular walkthroughs by all 3 administrators

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

Administrators and Literacy Coach

Target Dates or Schedule

Department members will review informal and formal assessment data at monthly department meetings

Evidence of Completion

Students show consistent progress on formal and informal assessments.

G2. Our Science Goal is to improve our overall performance for students who score level 3 by 15%. In 2012-2013, 120 students scored at a Level 3 or higher, which was 56% of our 8th grade population. We would like 71% of our 8th graders to score at level 3.

G2.B1 Textbooks are written above students' reading level. Students are not skilled in note taking and study skills.

G2.B1.S1 Differentiated instruction and Graphic Organizers to ensure comprehension of all material.

Action Step 1

Differentiated instruction and graphic organizers

Person or Persons Responsible

Science Teachers, Administrators, and Literacy Coaches

Target Dates or Schedule

Daily in class and in small-groups (Tier 2) if necessary

Evidence of Completion

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

Facilitator:

Administrators and District Coaches

Participants:

All Science Teachers

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

Lesson plan monitoring and classroom observations

Person or Persons Responsible

Administrators and Literacy Coaches

Target Dates or Schedule

Formal observations are completed 2 times a year. Classroom walkthroughs are completed by all 3 administrators on a regular basis.

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 G2.B1.S1

Formal and Informal Assessment Results

Person or Persons Responsible

Teachers, Administrators, and Literacy Coaches

Target Dates or Schedule

Weekly, 3 times a year for On-Track, FCAT

Evidence of Completion

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. In 2013-2014, 90% of students will score a 3.5 or higher on FCAT Writing. In 2012-2013, only 57% scored 3.5 or higher.

G1.B1 Lack of writing practice, students cannot always bridge the gap between conversational English and standard/written English.

G1.B1.S1 Teachers will incorporate writing exercises and assignments across content areas. Teachers will use "Wow! I'm a writer" lessons on a regular basis with their Write Source.

PD Opportunity 1

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

Facilitator

Administrators and District Literacy Coaches

Participants

All Language Arts teachers

Target Dates or Schedule

During Department meetings

Evidence of Completion

Teachers will implement the curriculum with fidelity

G2. Our Science Goal is to improve our overall performance for students who score level 3 by 15%. In 2012-2013, 120 students scored at a Level 3 or higher, which was 56% of our 8th grade population. We would like 71% of our 8th graders to score at level 3.

G2.B1 Textbooks are written above students' reading level. Students are not skilled in note taking and study skills.

G2.B1.S1 Differentiated instruction and Graphic Organizers to ensure comprehension of all material.

PD Opportunity 1

Differentiated instruction and graphic organizers

Facilitator

Administrators and District Coaches

Participants

All Science Teachers

Target Dates or Schedule

Daily in class and in small-groups (Tier 2) if necessary

Evidence of Completion

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

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	In 2013-2014, 90% of students will score a 3.5 or higher on FCAT Writing. In 2012-2013, only 57% scored 3.5 or higher.	\$1,200
G2.	Our Science Goal is to improve our overall performance for students who score level 3 by 15%. In 2012-2013, 120 students scored at a Level 3 or higher, which was 56% of our 8th grade population. We would like 71% of our 8th graders to score at level 3.	\$1,500
Total		\$2,700

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
CREATE fund	\$1,500	\$0	\$1,500
Advanced placement monies	\$0	\$1,200	\$1,200
Total	\$1,500	\$1,200	\$2,700

Budget Details

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

G1. In 2013-2014, 90% of students will score a 3.5 or higher on FCAT Writing. In 2012-2013, only 57% scored 3.5 or higher.

G1.B1 Lack of writing practice, students cannot always bridge the gap between conversational English and standard/written English.

G1.B1.S1 Teachers will incorporate writing exercises and assignments across content areas. Teachers will use "Wow! I'm a writer" lessons on a regular basis with their Write Source.

Action Step 1

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

Resource Type

Evidence-Based Program

Resource

Writing curriculum used to improve students' ability to write with greater detail, improved vocabulary, and correct grammar.

Funding Source

Advanced placement monies

Amount Needed

\$1,200

G2. Our Science Goal is to improve our overall performance for students who score level 3 by 15%. In 2012-2013, 120 students scored at a Level 3 or higher, which was 56% of our 8th grade population. We would like 71% of our 8th graders to score at level 3.

G2.B1 Textbooks are written above students' reading level. Students are not skilled in note taking and study skills.

G2.B1.S1 Differentiated instruction and Graphic Organizers to ensure comprehension of all material.

Action Step 1

Differentiated instruction and graphic organizers

Resource Type

Professional Development

Resource

Lincoln will establish Professional Learning communities. Teachers will be provided substitutes, and materials will be purchased to facilitate PLCs, RTI, and analyze reading data.

Funding Source

CREATE fund

Amount Needed

\$1,500