

Manatee County Public Schools

# Lincoln Memorial Academy



2020-21 Schoolwide Improvement Plan

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# Lincoln Memorial Academy

305 17TH ST E, Palmetto, FL 34221

www.manateeschools.net

## Demographics

Principal: Ronnie King

Start Date for this Principal: 7/25/2019

<b>2019-20 Status</b> (per MSID File)	Closed: 2021-06-30
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	0%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b>	2018-19: D (39%) 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

**SIP Authority**

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

- 1. have a school grade of D or F
- 2. have a graduation rate of 67% or lower
- 3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

**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. 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.

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# Lincoln Memorial Academy

305 17TH ST E, Palmetto, FL 34221

www.manateeschools.net

## School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	96%

## School Grades History

Year	2019-20	2018-19
Grade	D	D

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## Purpose and Outline of the SIP

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## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Lincoln Memorial Academy's mission is to engage all students in a productive learning environment supported by trust and communication among students, staff, and the community.

#### Provide the school's vision statement.

The vision of Lincoln Memorial Academy is to enrich students with the academics, opportunities, and social skills that will lay a foundation for success in their future educational, civic, and career endeavors.

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
King, Ronnie	Principal	Oversee all functions of the school
Proue, Darlene	Assistant Principal	

### Demographic Information

#### Principal start date

Thursday 7/25/2019, Ronnie King

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

**Total number of teacher positions allocated to the school**

25

#### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Closed: 2021-06-30
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<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## Early Warning Systems

### Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	137	123	163	0	0	0	0	423	
Attendance below 90 percent	0	0	0	0	0	0	12	14	18	0	0	0	0	44	
One or more suspensions	0	0	0	0	0	0	44	48	38	0	0	0	0	130	
Course failure in ELA	0	0	0	0	0	0	0	1	2	0	0	0	0	3	
Course failure in Math	0	0	0	0	0	0	1	7	0	0	0	0	0	8	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	54	111	81	0	0	0	0	246	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	50	99	78	0	0	0	0	227	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	34	37	81	0	0	0	0	152	

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	9	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	2	0	0	0	0	2

**Date this data was collected or last updated**

Tuesday 6/9/2020

**Prior Year - As Reported****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		
Number of students enrolled	0	0	0	0	0	0	134	168	152	0	0	0	0	454	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	58	69	82	0	0	0	0	209	
Course failure in ELA or Math	0	0	0	0	0	0	3	0	0	0	0	0	0	3	
Level 1 on statewide assessment	0	0	0	0	0	0	67	125	109	0	0	0	0	301	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	13	0	0	0	0	0	0	13

**The number of students identified as retainees:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1	

**Prior Year - Updated****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		
Number of students enrolled	0	0	0	0	0	0	134	168	152	0	0	0	0	454	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	58	69	82	0	0	0	0	209	
Course failure in ELA or Math	0	0	0	0	0	0	3	0	0	0	0	0	0	3	
Level 1 on statewide assessment	0	0	0	0	0	0	67	125	109	0	0	0	0	301	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	13	0	0	0	0	0	0	13

**The number of students identified as retainees:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1	

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	28%	52%	54%	0%	47%	52%
ELA Learning Gains	45%	56%	54%	0%	52%	54%
ELA Lowest 25th Percentile	48%	51%	47%	0%	44%	44%
Math Achievement	24%	59%	58%	0%	54%	56%
Math Learning Gains	41%	61%	57%	0%	58%	57%
Math Lowest 25th Percentile	51%	54%	51%	0%	50%	50%
Science Achievement	24%	47%	51%	0%	39%	50%
Social Studies Achievement	38%	77%	72%	0%	64%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2019	30%	52%	-22%	54%	-24%
	2018					
Cohort Comparison						
07	2019	17%	48%	-31%	52%	-35%
	2018					
Cohort Comparison		17%				
08	2019	33%	54%	-21%	56%	-23%
	2018					
Cohort Comparison		33%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2019	38%	57%	-19%	55%	-17%
	2018					
Cohort Comparison						
07	2019	10%	57%	-47%	54%	-44%
	2018					
Cohort Comparison		10%				
08	2019	11%	41%	-30%	46%	-35%
	2018					
Cohort Comparison		11%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2019	23%	45%	-22%	48%	-25%
	2018					
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	36%	77%	-41%	71%	-35%
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	49%	65%	-16%	61%	-12%
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	65%	61%	4%	57%	8%
2018					

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	4	36	47	5	35	43	9	5			
ELL	19	43	55	18	36	46	13	11	38		
BLK	23	41	41	20	43	51	15	37	63		
HSP	28	47	57	24	39	51	20	32	43		
WHT	50	61		47	48		63	67	60		
FRL	25	45	47	23	40	51	19	38	48		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	421
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	41

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The component with the lowest performance for the 2018-19 school year was 7th and 8th grade math. The reason students performed so low in these areas is that the students came into the school year extremely low already in math. Also there was no remedial math class to address the learning gaps of the students. This year students who are struggling with math will take an intensive math course in addition to their core math class. Teachers will work with administration and an instructional coach to make sure content is taught to the specificity of the standard and that lesson planning is data driven. We will also check our students progress monthly to create data so we can have an appropriate instructional response to the data that will increase learning gains.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Though there is no baseline data from the previous year, the area with the largest decline for the school that LMA grew out of is Civics. The biggest contributing factor for this decline is poor instruction. Based on the quarterly benchmark data, students have been showing improvements in Civics. We had a change in teachers, and have collaborated with other teachers around the district. Teachers within the school have also engaged in weekly collaboration to make sure they are teaching explicitly and to the level of specificity outlined by the standards.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Math achievement and Social Studies Achievement were tied for the largest gaps when compared to the state. There was no plan in place to address the learning gaps in math with the exception of the L25 students. Also there were continuous schedule changes. This year, we minimized the schedule changes in order to have more consistency in the classroom. Our primary focus is student academic engagement. Our level 1 math students were assigned to an intensive math class for extra attention to deficient areas. Our quarterly math data has shown improvements consistent with these changes.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The area that has shown the most improvement this year based on our quarterly benchmarks when compared to the district's results on the same assessments has been math. We have added more students who were not proficient in math to an intensive math class. We also had some turnover among the math teachers. The teacher turnover has yielded positive results. We want to further this progress by adding a math coach coming into the new school year.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

While all subgroups identified will benefit from school-wide improvements, the subgroup that concerns me the most in the Students With Disabilities. This subgroup performed at 26% in 2018-19. In addition to making sure students' needs are met with regard to their IEPs, these students will also benefit from more explicit and intensive instruction. They will get more explicit instruction with our instructional coaches providing assistance and guidance to the teachers in planning and instruction. Students will also have increased intensity with our resource teacher focusing on strategies students can use to increase learning.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Increase learning gains across the board in math
2. Increase learning gains across the board in reading and ELA
3. Strengthen science instruction and learning
4. Increase learning among our students with disabilities with increase explicitness and intensity of instruction
5. Show growth in Social Studies

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Leadership specifically relating to Instructional Leadership Team****Area of Focus Description and Rationale:**

We just added two new instructional coaches. This is the first time the coaches have been in the role of an instructional coach, so they will have to learn their roles. They will participate in a book study with the principal as well as attend a coaches academy to give them guidance along the way. This area will impact students learning because instruction will be enhanced as teaching and learning will improve. The coaches will plan with teachers so the learning targets will be more explicit. The coaches, along with administration will also give teachers feedback in a constructive manner. Instructional feedback does more to improve instruction than anything. The instructional feedback will also be subject-area specific. When necessary, the instructional coaches will model teach and/or co-teach with the classroom instructors. The School's leadership team will put together an assessment calendar to make sure students are regularly assessed. After students are assessed data will be analyzed and interpreted for teachers to use in the planning of instruction. As a result of having more accurate data, teachers will be able to better plan for student learning.

**Measurable Outcome:**

The school should show at least a 10 % gain in students' learning gains in English, and math based on the last FSA data. Students should also show at least a 15 point proficiency gain in Social Studies based on the last FSA data.

**Person responsible for monitoring outcome:**

Ronnie King (kingr@manateeschools.net)

**Evidence-based Strategy:**

This strategy is going to provide more constructive teacher feedback. The feedback can be given once a relationship of trust is built between the teacher and the instructional coaches. Teachers will begin to trust the coaches to provide ways for them to get stronger in their areas of weaker performance. As the teacher gets stronger in instruction, students learn more.

**Rationale for Evidence-based Strategy:**

The rationale for selecting this strategy is that the administration has been trying to develop the teachers within the building, but often get distracted with limited time. The instructional coaches will help the administration maintain a linear focus on teaching and learning while providing additional support to the teachers that will improve instruction and learning outcomes.

**Action Steps to Implement**

The school leadership team along with the instructional coaches will review the expectations for explicit instruction with the instructional staff for professional development so expectations are clear for everyone. The coaches and administration will meet with teachers weekly for Collaborative planning sessions. There will be classroom visits by the leadership team weekly to check for the fidelity of instruction and provide constructive and supportive feedback to teachers. There will also be planning sessions after school weekly with individual teachers. We will have an assessment calendar for students to take assessments. After assessments, data will be reviewed and adjustments to instruction may be made accordingly.

**Person Responsible**

Ronnie King (kingr@manateeschools.net)

**#2. Culture & Environment specifically relating to Discipline**

**Area of Focus Description and Rationale:** This area was identified as a critical need based on the discipline data. We have had a high number of infractions. Students have also missed several days of school due to discipline matters. Quarterly we have grade level discipline meetings with students and teachers to identify the behaviors and areas of concern. We want to change the focus from student infractions to catching students doing the right things.

**Measurable Outcome:** We plan to improve quarterly attendance by 1 percents. We also plan to reduce the number of quarterly infractions by 10 percent. This improvement will result in a more positive culture around the school among students and teachers.

**Person responsible for monitoring outcome:** Ronnie King (kingr@manateeschools.net)

**Evidence-based Strategy:** The evidence-based strategy that is being used for this area of focus is our Positive Behavior Support Intervention. We will establish a reward system to reward students for behaviors that add character, academic performance and consistency in attendance. This reward system will highlight students who are doing things the right way as students and encourage students to make the right decisions at all times.

**Rationale for Evidence-based Strategy:** We are using this strategy because it has been proven to improve students performance when implemented to fidelity. This strategy will help us remove to barriers to student learning. Those barriers are attendance and behavior infractions. This strategy will also help us build character within our students.

**Action Steps to Implement**

We will meet with students and teachers to establish behavioral expectations throughout the school. We will also post expectation in the halls as and procedures will be in the classrooms as reminders to students. Along with the expectations, we will let the students know that when they meet the expectations they can expect a reward. We will review these expectations with students at the beginning of each quarter while looking at the data to see if adjustments will need to be made in the implementation. Teachers will be reminded as needed of the expectations we have school-wide.

**Person Responsible** Ronnie King (kingr@manateeschools.net)



**#3. Instructional Practice specifically relating to Standards-aligned Instruction****Area of Focus Description and Rationale:**

We will have a linear focus on standards-aligned instruction. In doing this there will be more explicit instruction so that students are aware from the beginning of a lesson what they are expected to learn within the lesson. If students have clear learning targets, they are more likely to accomplish the goals. Along with clear learning targets, we will equip our students with a repertoire of strategies to draw from when they have difficulty reaching the targets. By having strategies to draw from students will learn that when they face obstacles in their learning, instead of giving up they can draw from strategies they have learned. By drawing from strategies, students will learn through productive struggle and increase their overall learning. When students learn to utilize their strategies and struggle through obstacles, they will become expert learners. They will become familiar with their own learning styles, have strategies to draw from when they struggle, and know which strategies to use for each type of problem in order to solve the problem. If the increase in explicitness is not sufficient for some students, we will increase the level of intensity by providing a smaller group, down to one on one instruction to make sure all students are actively engaged.

**Measurable Outcome:**

The measureable outcomes will be increases in student performance on state assessments in math, ELA, Civics and Science. We will use formative assessments throughout the year to monitor students progress. The assessments will include district benchmarks and supplemental curriculum resources. We plan to achieve a 10 percent increase in math and reading. We also plan to a 5% increase in science and a 15 % increase in civics. Our first and 2nd quarter district benchmarks will serve as indicators to let us know if we are on track to achieve these goals.

**Person responsible for monitoring outcome:**

Ronnie King (kingr@manateeschools.net)

**Evidence-based Strategy:**

The objective of this strategy is to increase the level of student engagement. The level of student engagement is one of the greatest factors to increase student learning. Engagement is determined by students writing with a focus on the academic content and getting involved in academic discussion. By having more explicit instruction, more students are likely to become academically engaged. When students are not engaging, we will increase the intensity by decreasing the learning group size to give more focus on the unengaged student. This could also mean more time on the content by working outside the regular class time and in a smaller group setting with a resource teacher or instructional aide. We will have flexibility in increasing the intensity level because students will have different levels of engagement depending on the content, the teacher, and which day it is.

**Rationale for Evidence-based Strategy:**

The rationale for this strategy is that all students can learn if taught carefully. Explicit Instruction includes clear learning goals and teaching in small steps. The model is designed to actively engage all students in learning. When the student level of engagement increases, student learning will increase.

**Action Steps to Implement**

The action steps we will take include increasing planning time for teachers. Teachers will be able to plan for 45 minutes each morning prior to the start of class. Teachers will also have their planning time during the school day. This will be time teachers can plan, contact parents, and check student performance by grading assessments.

Teachers will also have an hour each week for guided planning with an instructional coach. This guided planning will focus on alignment of the students' background, learning strategies, learning activities and the critical information necessary for students to master the standards. The guided planning sessions will

also address the pacing of the lessons in order to maximize the teachers' time spent with the students. Instructional coaches will take advantage of opportunities to co-teach with the core teacher and well as conduct demonstration lessons for the core teachers to glean from their wealth of experience.

**Person Responsible** Ronnie King (kingr@manateeschools.net)

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**The remaining school-wide priority is Students With Disabilities (SWDs), that met only 26% of its target in the 2018-19 school year.. Many of the concerns with this group will be addressed first by reviewing students' IEPs as they enroll in the school to make sure we are able to appropriately serve each student. Many of the needs of the SWDs will be addressed with more explicit instruction within the classroom. The school leadership team, along with our instructional coaches, will address this need through planning with teachers and unpacking standards. In addition to the administrators and instructional coaches, we also will have a resource teacher serving as an interventionist. The resource teacher will pull small groups of students to help them develop the learning strategies needed to tackle challenging coursework. Also, our VE resource teacher will consult with students and teachers on a monthly basis to provide support to students. In class support will be provided to students by our VE teacher as well as our ESE instructional aide.**

**We will monitor the performance of our SWDs on a monthly basis on assessments to make adjustments to the intensity of instruction and in planning so no students are falling through the cracks.**

**While the SWDs is our lowest performing area, by targeting this area, we will also be able to tackle our other under-performing areas of ELL (35% of target) and African-American students (37% of target). The same strategies that work for the SWDs will also work for the other subgroups. Also, many of our SWDs fall into the ELL subgroups or the African-American subgroup. The strategies that we will implement are a part of a Universal Design Model and can be used with all students.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

This year we had several meetings with the community members as well as stakeholders within the building. Building a positive culture for the school within the community has come with some challenges due to circumstances that were beyond the control of those within the building. However, by providing an positive experience for the students within the building, we have been able to create a learning experience for our students and families that is very positive and unlike any other. Parents, grandparents, pastors, and civic leaders have come to the school to advocate on behalf of children. They have wanted to make sure students were being treated fairly. The principal is always glad to meet with such stakeholders to address any concerns they may have.

### Parent Family and Engagement Plan (PFEP) Link

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

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Leadership: Instructional Leadership Team</b>				<b>\$180,568.46</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	2173 - Lincoln Memorial Academy	UniSIG	2.0	\$124,065.56
			<i>Notes: Two Instructional Coaches, to include a Math Coach and a School Improvement Specialist, will train the faculty members in their respective fields of math and literacy.</i>			
	6400	120-Classroom Teachers	2173 - Lincoln Memorial Academy	UniSIG	0.27	\$14,574.29
			<i>Notes: Classroom Teacher-Facilitated Collaborative Planning (Non Contracted Hourly Rate)</i>			
	6400	210-Retirement	2173 - Lincoln Memorial Academy	UniSIG	0.0	\$13,863.98
			<i>Notes: Retirement Board Approved Rate 10.00%</i>			
	6400	220-Social Security	2173 - Lincoln Memorial Academy	UniSIG	0.0	\$10,605.95
			<i>Notes: FICA Board Approved Rate 7.65%</i>			
	6400	231-Health and Hospitalization	2173 - Lincoln Memorial Academy	UniSIG	0.0	\$15,508.20
			<i>Notes: Group Insurance - Health Insurance Board Approved Rate 12.50%</i>			
	6400	232-Life Insurance	2173 - Lincoln Memorial Academy	UniSIG	0.0	\$272.94
			<i>Notes: Group Insurance - Life Insurance Board Approved Rate .22%</i>			
	6400	240-Workers Compensation	2173 - Lincoln Memorial Academy	UniSIG	0.0	\$1,677.54
			<i>Notes: Workers' Compensation Board Approved Rate 1.21%</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Discipline</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			2173 - Lincoln Memorial Academy			\$0.00

3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
Total:			\$190,427.50