

Alachua County Public Schools

Abraham Lincoln Middle School



2021-22 Schoolwide Improvement Plan

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Abraham Lincoln Middle School

1001 SE 12TH ST, Gainesville, FL 32641

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

Demographics

Principal: Darin Jones

Start Date for this Principal: 1/4/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (60%) 2017-18: B (56%) 2016-17: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Alachua 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.

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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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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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SIP Authority

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>.

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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We will cultivate excellence in our diverse community of learners through challenging, compassionate, and caring relationships. We will imbue students with rigor, which promotes success in a safe learning-rich environment in order to create opportunities for social and emotional growth.

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.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Strappy, LaTroy	Principal	Principal: The Principal is the instructional leader of the school, communicates a common vision for the instructional improvement, oversees all staff development, observes teaching practices, performs teacher evaluations, helps develop all improvement plans, manages all community resources, works with the district on support initiatives and resources needed. Monitors instructional effectiveness and student outcomes. Oversees the direction of the school in accordance with district initiatives and strategic plan. He provides a common vision for the use of data-based decision-making, ensures that the school-based initiatives including Leader in Me and RtI.
Peterson, Lisa	Assistant Principal	Monitors instructional effectiveness and student outcomes; Instructional appraisal responsibilities including observation, feedback and teacher development; provides curricular support, coaching and training for teachers; develops master schedule and student rosters; testing coordinator; POC for the magnet program and point of contact for The Leader in Me schoolwide initiative. She oversees the curricular goals of the school as well as formative and summative assessments; 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. She participates in the weekly student services team meetings where student needs are addressed.
Peoples, Sabrina	Dean	She addresses the campus safety and student discipline. The Lincoln leadership meets weekly to identify and address intervention needs with individual students, grade levels, and also school-wide. Our Students Services Team 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. She participates in the weekly student services team meetings where student needs are addressed.
Zwilling, Daniel	Dean	He addresses the campus safety and student discipline. The Lincoln leadership meets weekly to identify and address intervention needs with individual students, grade levels, and also school-wide. Our Students Services Team 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. He participates in the weekly student services team meetings where student needs are addressed.
Williams, Mary	School Counselor	Social-Emotional Well-Being and progress monitoring; Oversees the social/emotional welfare of students. She oversees 504s, IEPs, and EPTs as well interventions and mediations. She also oversees our truancy. She participates

Name	Position Title	Job Duties and Responsibilities
		in the weekly student services team meetings where student needs are addressed.
Ebert, Mickey	Assistant Principal	Duties include (but are not limited to) overseeing the maintenance of the facilities, discipline, safety, textbooks, supervision and evaluation of staff, assistance with technology needs and troubleshooting, liaison with guidance, nurse, county office, teachers, parents and students.

Demographic Information

Principal start date

Monday 1/4/2016, Darin Jones

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.*

3

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.*

1

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

757

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

9

Demographic Data

Early Warning Systems

2021-22

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	254	247	245	0	0	0	0	746
Attendance below 90 percent	0	0	0	0	0	0	69	13	36	0	0	0	0	118
One or more suspensions	0	0	0	0	0	0	18	12	15	0	0	0	0	45
Course failure in ELA	0	0	0	0	0	0	49	41	45	0	0	0	0	135
Course failure in Math	0	0	0	0	0	0	62	41	52	0	0	0	0	155
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	54	66	65	0	0	0	0	185
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	55	70	73	0	0	0	0	198
Number of students with a substantial reading deficiency	0	0	0	0	0	0	116	128	117	0	0	0	0	361
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	50	58	64	0	0	0	0	172

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	7	4	4	0	0	0	0	15

Date this data was collected or last updated

Friday 9/17/2021

2020-21 - 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	276	265	239	0	0	0	0	780
Attendance below 90 percent	0	0	0	0	0	0	32	15	17	0	0	0	0	64
One or more suspensions	0	0	0	0	0	0	14	35	39	0	0	0	0	88
Course failure in ELA	0	0	0	0	0	0	5	4	5	0	0	0	0	14
Course failure in Math	0	0	0	0	0	0	8	4	6	0	0	0	0	18
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	68	66	55	0	0	0	0	189
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	79	83	78	0	0	0	0	240
	0	0	0	0	0	0	0	0	0	0	0	0	0	
Overage	0	0	0	0	0	0	36	47	35	0	0	0	0	118
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	27	29	22	0	0	0	0	78

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	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	3	1	3	0	0	0	0	7

2020-21 - 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	276	265	239	0	0	0	0	780
Attendance below 90 percent	0	0	0	0	0	0	32	15	17	0	0	0	0	64
One or more suspensions	0	0	0	0	0	0	14	35	39	0	0	0	0	88
Course failure in ELA	0	0	0	0	0	0	5	4	5	0	0	0	0	14
Course failure in Math	0	0	0	0	0	0	8	4	6	0	0	0	0	18
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	68	66	55	0	0	0	0	189
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	79	83	78	0	0	0	0	240
	0	0	0	0	0	0	0	0	0	0	0	0	0	
Overage	0	0	0	0	0	0	36	47	35	0	0	0	0	118
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	27	29	22	0	0	0	0	78

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	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	3	1	3	0	0	0	0	7

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				62%	59%	54%	59%	60%	53%
ELA Learning Gains				60%	56%	54%	59%	58%	54%
ELA Lowest 25th Percentile				32%	41%	47%	28%	40%	47%
Math Achievement				61%	60%	58%	56%	60%	58%
Math Learning Gains				60%	56%	57%	59%	62%	57%
Math Lowest 25th Percentile				37%	46%	51%	33%	45%	51%
Science Achievement				65%	53%	51%	53%	56%	52%
Social Studies Achievement				68%	73%	72%	71%	73%	72%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	56%	53%	3%	54%	2%
Cohort Comparison						
07	2021					
	2019	59%	54%	5%	52%	7%
Cohort Comparison		-56%				
08	2021					
	2019	68%	61%	7%	56%	12%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	32%	52%	-20%	55%	-23%
Cohort Comparison						
07	2021					
	2019	62%	59%	3%	54%	8%
Cohort Comparison		-32%				
08	2021					
	2019	18%	27%	-9%	46%	-28%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	62%	54%	8%	48%	14%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	66%	69%	-3%	71%	-5%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	56%	37%	61%	32%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	48%	52%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Quarterly AIMS assessments were administered. Tests were administered to students on campus and online. Disaggregated data is estimated using available sources.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	44	46	39
	Economically Disadvantaged	14	16	17
	Students With Disabilities	8	0	0
	English Language Learners	80	100	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32	13	14
	Economically Disadvantaged	6	4	0
	Students With Disabilities	8	4	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	32	13	14

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	44	41	53
	Economically Disadvantaged	18	13	28
	Students With Disabilities	7	3	21
	English Language Learners	57	57	86
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43	44	32
	Economically Disadvantaged	6	0	1
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	32	25
	Economically Disadvantaged	15	10	7
	Students With Disabilities	13	9	9
	English Language Learners	43	14	29

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	47	49	49
	Economically Disadvantaged	17	23	20
	Students With Disabilities	0	6	0
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	25	42
	Economically Disadvantaged	17	2	0
	Students With Disabilities	5	0	0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	0	40
	Economically Disadvantaged	11	17	0
	Students With Disabilities	7	0	0
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	11	27	26	16	26	23	6	10			
ELL	92	92		91	64						
ASN	99	91		97	78		96	100	86		
BLK	20	27	24	17	27	27	8	26	37		
HSP	70	57		72	55						
MUL	66	50		65	45			76			
PAC	100										
WHT	88	73		87	64		88	85	92		
FRL	23	29	24	20	28	28	14	30	57		
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	14	43	34	20	38	35	18				

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
ASN	99	86		100	91		100	98	99		
BLK	24	35	33	22	37	31	14	37	61		
HSP	93	78		82	63			100			
MUL	83	71		79	71				91		
WHT	94	81		94	76	45	96	93	94		
FRL	29	40	33	27	39	31	20	41	67		
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
SWD	12	33	28	11	36	35	10	28			
ASN	98	86		100	94		98	100	99		
BLK	22	35	26	18	30	26	14	42	33		
HSP	77	74		79	79		67		86		
MUL	69	63		69	63		60		83		
WHT	94	80		92	84		83	93	90		
FRL	26	39	28	21	33	26	16	42	38		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	50
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	
Total Points Earned for the Federal Index	450
Total Components for the Federal Index	9
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	85

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	92
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	24
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	100
Pacific Islander Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	82
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	28
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The most obvious trend is that due to the pandemic our overall school scores have dropped dramatically from a consistent rise over the last three years. About 50% of students were learning online through the Digital Academy. This was consistent across all grade levels and subgroups. Students in the lowest quartile as well as our subgroups performed significantly lower. The most significant drop was in 8th grade science.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our 8th grade science component showed the largest decrease in achievement. In 2019 we were at a 67% proficient while last year we were a 49% proficient in this category. Also notable was a 15 point decline in overall math gains. Many of the feeder schools are lower performing so we have many students that start out at Lincoln as a Level 1. We have seen some trends where students also slide down over their middle school time. We are focused on making sure students in our traditional program are reaching their learning gains so that they don't stay a Level 1. Another area of concern is the performance of students in the ESSA subgroups (African American students, Students with Disabilities, and Economically Disadvantaged students). These categories often overlap at Lincoln and we have to find new ways to assist with students in these subcategories to succeed given the immense opportunities available to them through the magnet program.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The greatest contributing factor was the pandemic. We implemented a HiFlex model for instruction where some students were learning from home. Many HiFlex students lacked the appropriate supervision at home to fully participate in the learning process. Teachers attention was divided between at-home and in-person learners. The pandemic also necessitated periods of quarantine and other personal issues that impeded school attendance.

Students are now back in brick and mortar classrooms, and while the pandemic continues, we have them in class. We have made some staffing changes including a new 8th grade science teacher. The number of zoned students in advanced coursework has increased as has the number of students participating in our Leadership courses.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our overall reading scores showed the smallest loss after two years of an increase.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We implemented iReady, Write Score, and American Reading Company materials and practices for our students in the major program.

What strategies will need to be implemented in order to accelerate learning?

In addition to increasing the number of zoned students in advanced classes, our plan is to continue using the above materials in reading class. We also use IXL for all math courses. Frequent data chats with teachers and students along with new progress monitoring platform will assist in making in-the-moment instructional decisions. We are continuing on our Leader in Me journey that will impact more students striving for success in advanced coursework. We are including more students in CTE certification opportunities to boost the acceleration points.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our school wide Leader in Me initiative is the main focus for professional development this year. Reading teachers will also have ongoing iReady training opportunities. Language Arts teachers are implementing new core materials with support from district professional development coaches. We will also offer Write Score training to teachers. Beginning teachers and those new to the profession have support of their department chairs and district support. All teachers will learn more about progress monitoring through the Illuminate training series.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Lincoln has a robust history of partnering with the community to provide mentors and supports to students. This includes support from PTSA, Reichart House, Made for More, First Ladies of Lincoln to name a few. We are partnered with Greenhouse Church, Westlab, Maple Street Biscuit Company, Crevasses, McDonalds and other. These partners provide supplemental funds for improving instructional materials and incentives.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

Lincoln's Students with Disabilities, African American students and FRL students are under performing their white and Asian peers in all tested subjects. The Lowest Quartile is comprised mostly of student in the identified subgroups. Most of our non-magnet students have attended schools with histories of low performance. They lack foundational academic skills, suffer from lower attendance, and have more discipline incidents. These students require intensive remediation, scaffolding and supplemental support to meet achievement targets and learning gains.

Conversely, the magnet students are generally high achieving with outstanding achievement scores. They readily meet performance expectations but also need proper support to make learning gains.

Measurable Outcome:

The percentage of students in the ESSA Subgroups will increase to 42% in ELA and math.

Monitoring:

Quarterly Data chats with teachers to review student progress on AIMS and other curriculum based assessments including the iReady Diagnostic Assessment

Person responsible for monitoring outcome:

Lisa Peterson (petersls@gm.sbac.edu)

Evidence-based Strategy:

Teachers and administrators will engage in frequent progress monitoring using district progress monitoring tools (AIMS) for ELA, math and science.

Rationale for**Evidence-based Strategy:**

Frequent progress monitoring allows teachers to make real-time instructional decisions.

Action Steps to Implement

- Targeted students in the intensive reading courses will take the iReady diagnostic assessment 3x/year.
- Teachers will use Write Score bi annually.
- Teachers will use high quality, district and school adopted materials.
- Teachers will follow the district adopted curriculum maps.
- Attendance will be monitored monthly.
- EPT meetings will be conducted to address the needs of struggling students.
- MTSS will be in place for all students in need of additional intervention.
- Mentoring programs including Made for More, Reichart House and Project Success
- High Dose tutors for struggling students
- Data chats with students to help them set learning goals based on baseline assessments.
- Offer the Leadership Course.
- Utilize coteach and support facilitation models for SWD
- Strategic scheduling of teachers and students
- Targeted students will take the Leadership Classes
- Teachers will utilize Illuminate for quarterly and class assessments.

Person Responsible

Lisa Peterson (petersls@gm.sbac.edu)

#2. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale:	We have identified that we need to increase our African American enrollment of students in the Lyceum program.
Measurable Outcome:	By the next magnet recruitment cycle, the percentage of African American students in the Lyceum program will increase by 2%.
Monitoring:	Applications will be reviewed in advance with eligible Lincoln students receiving priority.
Person responsible for monitoring outcome:	Lisa Peterson (petersls@gm.sbac.edu)
Evidence-based Strategy:	We will foster relationships with local feeder schools to identify and cultivate African American candidates that are zoned for our school.
Rationale for Evidence-based Strategy:	Many times we have students that could have been identified early in the magnet process who would succeed in the program but we are not able to identify them until the 7th or 8th grade year.

Action Steps to Implement

- Foster relationships with the administration at Idylwild, Williams, and Lake Forest Elementary.
- Offer opportunities for elementary students to shadow Lyceum students so that they learn the skills needed for success.
- Provide additional support to current students through the Leadership classes.
- Utilize the Seven Habits of Highly Effective People as a cornerstone for teaching academic success skills.
- Assist families with magnet enrollment with targets on underrepresented students.

Person Responsible Lisa Peterson (petersls@gm.sbac.edu)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

We have a high number of African American and economically disadvantaged students coming in with a Level 1 for math. We want to make sure that our major program students are making the learning gains necessary to qualify for Math 7 Adv. in their 7th grade year and then possibly qualify for Algebra during their 8th grade year. This means that African American and economically disadvantaged Level 1 students need to earn close to a 2.5 bucket to qualify for our Math 7 Adv. class and then earn a 3 their 7th grade year so that they can take Algebra and earn a high school credit before they graduate from Lincoln. Having a higher rate of African American students reaching a Level 3 or higher will decrease the achievement gap of all students. This has to start in 6th grade math to be successful.

During the last year, we have increased the number of students in our Black and Economically Disadvantaged subgroups in our Lyceum Magnet program. If a student is strong academically and has mastered the standards, they are recommended for Lyceum classes even if they are not in the program. If they are strong in one subject area, they might take a class or two in the Lyceum, while if they are strong in many subjects, they might take many Lyceum classes. We have increased our enrollment of Black students in our advanced coursework through this model. That being said, it has not always meant that all of the barriers to their success have been taken down. Students may have the capability but not the background knowledge, discipline, computer literacy, or have the confidence to step into a learning environment where they are not used to. Many of our Hybrid students did not succeed academically even though they were exposed to a much higher rigor. To adjust for this, our team identified that we need our Hybrid students to take a leadership class, where they learn study habits, computer literacy, and leadership skills, while also having a peer group where they can discuss the challenges of feeling isolated in a Lyceum class where they may not have any of their close peer group. We also see this class as a way for our entire school to start utilizing best practices in their classrooms based on the feedback from this class.

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.

Lincoln Middle School is a very diverse school in that half of our school is zoned from the neighboring communities and consists of primarily Black students. The majority of our zoned students earn Level 1's and 2's on their FSA. The other half of our school is comprised of a highly competitive magnet program

where students have some of the highest scores in the state. Because of this reality, Lincoln motto is “Every Child. Always.” We believe that every child that comes through our doors should receive a high quality education that pushes them

no matter what skill level they are on when they come to us. Through partnerships with Project SUCCESS, System of Care, Greenhouse Church, and Made for More we are able to meet the social and emotional needs of

our students in culturally responsive ways.

Lincoln is a Positive Intervention Behavior Support (PBIS) school and this year that will be headed up by both of our deans. The goal is to find ways foster positive behavior through praise as well as create systems that eliminate problem behaviors from occurring.

Finally, we are moving into Year 2 of the Leader in Me Program. Our priority focus this year is developing a Student Lighthouse Team to compliment our Lighthouse Team. By the end of the year, all teachers would have received training in the Seven Habits of Highly Effective People. Our Action Teams are focused on Teacher Learning, Student Learning, Academics, and Environment.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

We have partnered with a wide variety of businesses and organizations to meet the needs of our students. Crevasse's Cremation, Maple Street Biscuit, Satchel's Pizza, McDonald's, Collier Enterprises, Creative and Innovative Solutions, and West Lab Pharmacy work within our vision to help us with our goals. We also believe in Upstream Management where sometimes problems can be avoided by addressing issues at an earlier process. For this reason we partnered with Kids in Positive Places where we will bring in targeted 5th grade students from

our neighboring feeder schools to receiving mentoring and tutoring during 6th period on campus.

Our School Advisory Council provides input in regards to our School Improvement Plan and our academic goals for the school year. In addition to that, our PTA assists in helping bridge the gap between teachers and parents as well as advocate and raise funds for the various needs of both groups.

Our community is one of our strongest assets and we will continue to foster these partnerships going forward.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$7,892.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0112 - Abraham Lincoln Middle School	General Fund		\$7,892.00
			<i>Notes: Write Score</i>			
2	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$13,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0112 - Abraham Lincoln Middle School	General Fund		\$13,500.00
			<i>Notes: Leader in Me Membership</i>			
Total:						\$21,392.00