

Manatee County Public Schools

Lincoln Memorial Middle School



2021-22 Schoolwide Improvement Plan

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Lincoln Memorial Middle School

305 17TH ST E, Palmetto, FL 34221

<https://www.manateeschools.net/lincoln>

Demographics

Principal: Ronnie King

Start Date for this Principal: 7/25/2019

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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Black/African American Students* Hispanic Students Multiracial Students White Students* Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 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.

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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<https://www.manateeschools.net/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	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2020-21
Grade	

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<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.

Our mission is to cultivate caring, responsible scholars who will strive to reach their highest potential in pursuit of academic excellence.

Provide the school's vision statement.

We envision students who are empowered through academic excellence and collaboration within an engaging, student-centered learning environment. With mutual trust and involvement among all school stakeholders, we will encourage career exploration with a diverse selection of enrichment opportunities.

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
King, Ronnie	Principal	Oversee all aspects of the school including personnel, budgets, recruitment and retention, etc.
Nikitopoulos, Irene	Assistant Principal	Oversee the scheduling, curriculum resources, and assist the principal with any other matters necessary.

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.*

0

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

26

Total number of students enrolled at the school

317

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

8

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

12

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	119	86	112	0	0	0	0	317	
Attendance below 90 percent	0	0	0	0	0	0	45	29	49	0	0	0	0	123	
One or more suspensions	0	0	0	0	0	0	7	1	2	0	0	0	0	10	
Course failure in ELA	0	0	0	0	0	0	2	3	4	0	0	0	0	9	
Course failure in Math	0	0	0	0	0	0	2	1	5	0	0	0	0	8	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	31	34	51	0	0	0	0	116	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	21	37	40	0	0	0	0	98	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	31	34	27	0	0	0	0	92	
	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		
	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	25	18	27	0	0	0	0	70	

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	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 8/29/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	

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					52%	54%		50%	53%
ELA Learning Gains					56%	54%		51%	54%
ELA Lowest 25th Percentile					51%	47%		45%	47%
Math Achievement					59%	58%		55%	58%
Math Learning Gains					61%	57%		57%	57%
Math Lowest 25th Percentile					54%	51%		49%	51%
Science Achievement					47%	51%		46%	52%
Social Studies Achievement					77%	72%		84%	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					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
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					
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					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

6th Grade

1. District Science Benchmark Testing in October and December (ELA and Math)
2. USA Test Prep (Science)
3. District Writing Assessment in October, 2021.
4. Schoolwide Writing Initiative implemented in September, 2021.
5. Reading Plus Diagnostics given in the Fall, Winter, and Spring. (Grades 6-8)
6. SIPPS Diagnostics
7. I-Ready Assessments
8. Formal and Informal Assessments developed with input by teacher, District Curriculum Specialists and Administration. (ELA, Math, Science, Social Studies)

7th Grade

1. District Science Benchmark Testing in October and December (ELA, Math, Civics)
2. USA Test Prep (Science)
3. District Writing Assessment in October, 2021.
4. Schoolwide Writing Initiative implemented in September, 2021.
5. Reading Plus Diagnostics given in the Fall, Winter, and Spring.
6. SIPPS Diagnostics
7. I-Ready Assessments
8. Formal and Informal Assessments developed with input by teacher, District Curriculum Specialists and Administration. (ELA, Math, Science, Social Studies)

8th Grade

1. District Science Benchmark Testing in October and December (ELA, Math, Science)
2. USA Test Prep (Science)
3. District Writing Assessment in October, 2021.
4. Schoolwide Writing Initiative implemented in September, 2021.
5. Reading Plus Diagnostics given in the Fall, Winter, and Spring. (Grades 6-8)
6. SIPPS Diagnostics
7. Acaletics Assessments
8. Formal and Informal Assessments developed with input by teacher, District Curriculum Specialists and Administration. (ELA, Math, Science, Social Studies)

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged Students With Disabilities 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
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
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

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	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

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?

Although school-based data does not exist for Lincoln Memorial Middle School for the 20/21 school year, the following analysis is based on the current student body's state assessment performance during their previous academic year. In Math, 7th and 8th grade are the lowest performing grades with 30% or lower proficiency on the 20/21 Math assessments. In ELA, all grades saw scores that were below the District average. Gains in math were markedly lower than gains in ELA.

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

Student attending Lincoln Memorial as new students during the 21/22 school year demonstrate deficiencies in Reading and Math proficiency rates in 7th and 8th grade. More specifically, the greatest need for improvement is focused on 7th and 8th grade math proficiency, gains, and lower quartile gains. Other areas include 8th grade Science achievement scores.

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

Contributing factors that may have led to the need for improvement were poor attendance rates which were exacerbated by the Covid pandemic. Additionally, because of the complexities of scheduling elearning/hybrid/brick & mortar courses, remediation classes were not grade-level specific. Finally, scheduling of a significant portion of Algebra students occurred after the end of the 1st quarter.

Actions taken this year to address these concerns includes the following:

1. Intensive Math and Reading courses that are scheduled according to grade levels.
2. Reading Endorsed teachers for all Intensive Reading courses and Math-Certified teachers for all Intensive Math courses.
3. All students scoring a Level 1 or Low Level 2 are scheduled into Intensive Math or Reading courses.

4. Graduation Enhancement Technician monitors attendance on daily basis. Communication with parents includes phone calls, letters, email and home visits.

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

No Data - School's first year 2021/2022

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

No Data - School's first year 2021/2022

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

1. Electives have been aligned under Core Content areas and collaboration among these teachers occurs twice a month with core standards being incorporated in elective curriculum. Administration is specifically monitoring that 6th, 7th, and 8th grade Science standards are included in Agriculture and Health Science courses.
2. To accelerate learning, 6th grade students who are proficient in math have been placed in an accelerated Math course that will include standards from the 7th grade Math curriculum.
3. Students who are reading proficient in 6th grade have been placed in an accelerated ELA course.

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.

1. New teachers participate in the "Interschool Collaborative Planning Partnership" where inexperienced teachers, specifically those in core areas, are partnered with expert teachers from other schools. Teachers collaborate from 1-2 hours per week to discuss instructional approaches and curriculum planning.
2. District support in ELA, Science, Math and Social Studies has been scheduled on a weekly basis. Curriculum Specialist meet with core subject area teachers to review lesson plans, develop assessments, and discuss curriculum.

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

In the next year we will reflect on the this year's performance and make adjustments wherever there is a need. This includes adjustments in planning, personnel, or any other areas deemed necessary.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Teacher Recruitment and Retention

Area of Focus Description and Rationale:	Administration will retain experienced teachers in the areas of critical need. By adding teachers with experience teaching in core classes, specifically Math, ELA, Reading, Science, and Civics, students will show greater proficiency and stronger gains. Experienced expert teachers are skilled in identifying learning deficiencies and will work more efficiently on strategies that will increase comprehension levels.
Measurable Outcome:	By the end of the 21/22 school year, all faculty will be certified in their subject area and all teachers will possess or make yearly progress toward earning their professional certificate.
Monitoring:	Administration will survey teachers with temporary certificates monthly to determine progress toward meeting goal.
Person responsible for monitoring outcome:	Ronnie King (kingr@manateeschools.net)
Evidence-based Strategy:	According to the National Assessment of Title 1 - Final Report, among teachers who were highly qualified under NCLB, those in high poverty schools had less experience and were more likely to have positions teaching out of field, compared with teachers in low poverty schools. They were also less likely to have a degree in the field they teach in.
Rationale for Evidence-based Strategy:	The lack of experienced and highly qualified teachers in critical areas at impoverished schools has added to the achievement gap, the gap can be lessened if we have highly qualified teachers with experience and degrees in the field teaching students in our school. The impact of a good teacher on student learning is a major factor in student achievement. Kini, T., & Podolsky, A. Does Teaching Experience Increase Teacher Effectiveness? A Review of the Research (Palo Alto: Learning Policy Institute, 2016).

Action Steps to Implement

Meet monthly with teachers who possess temporary certificates or who are out of field and have signed an "agreement to earn." Progress will be monitored.

Person Responsible Ronnie King (kingr@manateeschools.net)

Provide professional support to teachers who are currently holding a temporary certificate in an effort for these faculty members to complete their required coursework on the scheduled timeline.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Students who are non-proficient in math also struggle in other STEM courses where math is an integral component to learning. Proficiency should not be the only focus in math, students who attain proficiency must also be challenged to better prepare themselves for dual enrollment credit in high school. Based on individual student performance from the 2020-21 school year, most students did not achieve a year of learning growth in math during the last school year as reflected on their assessments.
Measurable Outcome:	By the end of the 21/22 school year, 45% of all students will make gains in math as measured by the FSA Math Assessment, Algebra 1 EOC and Geometry EOC.
Monitoring:	Progress will be measured by analyzing results from quarterly District Benchmark assessments and comparing the data to FSA results from the 20/21 school year. Formative and interim assessments include the following: I-Ready diagnostics (6th and 7th Grade Intensive Math) and Acaletics Scrimmages (8th Grade Math). Administration and teachers will also monitor student mastery of standards with biweekly standards-based assessments that are developed collaboratively among teachers, administration and District personnel.
Person responsible for monitoring outcome:	Irene Nikitopoulos (nikitopoulosi@manateeschools.net)
Evidence-based Strategy:	<ul style="list-style-type: none"> -All Level 1 and Low Level 2 students will be placed in Intensive Math. I-Ready (Grades 6 & 7) and Acaletics (Grade 8) will be implemented in the Intensive Math course. -School-based Instructional Coach will be collaborating with Intensive Math teacher as well as core Math teachers with particular focus on incorporating high-yield instructional strategies into lesson plans. -Intensive Math teacher collaborates weekly with expert teacher in the District. -Supplemental instructional material includes Maneuvering the Middle, Performance Coach Assessments, and IXL. -Math Boot Camps for all grade levels, Geometry and Algebra will be scheduled prior to FSA assessments -District Curriculum Specialist collaborative meetings with teachers on a weekly basis
Rationale for Evidence-based Strategy:	The programs outlined above are best practices as adopted by the District and also further outlined in the publication below. Slavin, R.E., Lake, C., & Groff, C. (2009). Effective programs in middle and high school mathematics: A best-evidence synthesis. Review of Educational Research, 79 (2), 839-911.

Action Steps to Implement

Schedule non-proficient students in Intensive Math courses.
Schedule 8th grade students who scored a Level 3 on their 7th Grade FSA assessment into Algebra course. Schedule 7th grade students who scored a Level 4 or 5 into Algebra.
Schedule 20/21 Algebra students who successfully passed the EOC into Geometry.

Person Responsible Irene Nikitopoulos (nikitopoulosi@manateeschools.net)

Finalize the purchase of IXL, Performance Coach, and Maneuvering the Middle.

Person Responsible Irene Nikitopoulos (nikitopoulosi@manateeschools.net)

Ensure Intensive Math teacher has sufficient support with instructional programs.

Person Responsible Irene Nikitopoulos (nikitopoulosi@manateeschools.net)

Plan weekly Math collaborative planning meetings and set up collaboration with "expert teacher" at high performing school

Person Responsible Irene Nikitopoulos (nikitopoulosi@manateeschools.net)

Analyze data and implement instructional shifts based on quarterly assessments, I-Ready diagnostic results, Acaletic scrimmages.

Person Responsible Irene Nikitopoulos (nikitopoulosi@manateeschools.net)

Ensure teacher lesson plans follow District pacing guides and curriculum maps, include high yield instructional approaches and describe assessments that monitor student progress. Remediation of non-proficient standards must be spiraled into subsequent lessons.

Person Responsible Irene Nikitopoulos (nikitopoulosi@manateeschools.net)

#3. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Lesson plans and classroom instruction will be standards-based and will adhere to the District's academic focus, pacing guides and curriculum maps. Aligning classroom curriculum to these resources ensures that all course standards will be included in instruction along with the appropriate rigor needed to not only meet, but also accelerate student achievement.
Measurable Outcome:	One hundred percent of teachers will implement standards-based lessons that align to the District's academic focus, pacing guides and curriculum maps. For elective courses, lesson plans must include state adopted standards as presented through CPALMS.
Monitoring:	Weekly lesson plans will be submitted through Schoology by 5 PM on Friday for the upcoming week. Administration will review lesson plans and provide comments to teachers on adherence to District academic focus, pacing guide, and curriculum maps.
Person responsible for monitoring outcome:	Irene Nikitopoulos (nikitopoulosi@manateeschools.net)
Evidence-based Strategy:	Lesson plans aligned with District adopted curriculum maps and pacing guides ensures that standards-based instruction is being implement in each classroom.
Rationale for Evidence-based Strategy:	Lesson plans aligned with District adopted curriculum maps and pacing guides ensures that standards-based instruction is being implement in each classroom.
	Fullan, M., & Stiegelbauer, S. (1991). The new meaning of educational change. New York: Teachers College Press.

Action Steps to Implement

Set up Schoology course for lesson plan submission. All lesson plans are due at 5 PM on Friday for the upcoming week.

Person Responsible Irene Nikitopoulos (nikitopoulosi@manateeschools.net)

Weekly review lesson plans. Administration must be familiar with course standards, District academic focus, pacing guides and curriculum map.

Person Responsible Irene Nikitopoulos (nikitopoulosi@manateeschools.net)

Provide feedback to faculty once plans are reviewed. Teachers must modify, edit, and resubmit if lessons do not align to District documents.

Person Responsible Irene Nikitopoulos (nikitopoulosi@manateeschools.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Students who score below proficiency in reading and writing likely will struggle in other content areas including math, science, and social studies. Low proficiency can eventual result in students not meeting graduation requirements thereby contributing to student drop out. Based on individual student performance from the 2020-21 school year, most of our students did not achieve a year of learning growth during the last school year as reflected on their assessments. By targeting learning gains, we will show learning increases across the board.

Measurable Outcome: By the end of the 21/22 school year, 55% of all students will make gains in reading as measured by the FSA Reading Assessment.

Monitoring: Progress will be measured by analyzing results from quarterly District Benchmark assessments and comparing the data to FSA results from the 20/21 school year. Formative and interim assessments include Reading Plus Insight Assessments. Administration and teachers will also monitor student mastery of standards with biweekly standards-based assessments that are developed collaboratively among teachers, administration and District personnel. Implementation of frequent progress monitoring will occur by teacher and administration. Small Group instruction and differentiated instruction based on data will be incorporated into weekly lessons. Teachers will conduct monthly data chats with students and students will monitor their own progress.

Person responsible for monitoring outcome: Irene Nikitopoulos (nikitopoulosi@manateeschools.net)

Evidence-based Strategy: HMH Collections, Reading Plus and Write Score along with District Quarterly Benchmark feedback.
Biweekly student-teacher data chats
Rigorous reading and regular writing assignments will be embedded into ELA, Science, and Social Studies classes.

Rationale for Evidence-based Strategy: Research-based instructional approaches will be based on the following text: Fisher, Douglas, et al. Rigorous Reading: 5 Access Points for Comprehending Complex Texts. Corwin Literacy, 2018.
Baye, A., Lake, C., Inns, A. & Slavin, R. E. (2019). Effective reading programs for secondary students. Baltimore, MD: Center for Research and Reform in Education, Johns Hopkins University.

Action Steps to Implement

Lesson plans will be reviewed to monitor inclusion of appropriate grade-level text, higher-order inquiry questions, and written assessments.

Person Responsible Irene Nikitopoulos (nikitopoulosi@manateeschools.net)

Rigorous reading and regular writing assignments will be embedded into all grades as well as ELA, Reading, Science, Social Studies, Math and elective classes.

Person Responsible Irene Nikitopoulos (nikitopoulosi@manateeschools.net)

Inquiry based lessons will be planned collaboratively and taught throughout all subject areas and collaborative planning sessions will be scheduled for horizontal, vertical, and interdisciplinary planning.

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

#5. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Passing the Science SSA in the 8th grade demonstrates the understanding of 6th, 7th and 8th grade Science standards and serves as the foundation for high school science coursework.

Measurable Outcome: More than 45% of students will achieve a passing score on the 8th grade Science assessment.

Monitoring: Quarterly Benchmark Assessments will be used to monitor students' progress and guide instruction.
IXL mini-assessments and Discovery Education material will also be used to track progress.

Person responsible for monitoring outcome: Irene Nikitopoulos (nikitopoulosi@manateeschools.net)

Evidence-based Strategy: -ELA support for science with vocab and reading comprehension.
-Generation Genius video supplement
-IXL support
-Collaboration with "Expert" teacher from high-performing school

Rationale for Evidence-based Strategy: Collaboration between the ELA and Science department will assist with understanding science related concept while also incorporating informational text into the ELA curriculum. Other programs are designed to progress monitor mastery of standards. Cheung, A., Slavin, R.E., Kim, E., & Lake, C. (2016). Effective secondary science programs: A best-evidence synthesis. Journal of Research on Science Teaching, 54 (1), 58-81. Doi: 10.1002/tea.21338

Action Steps to Implement

Identify "expert" teacher at high performing school to collaborate with newly hired teacher at LMMS.

Person Responsible Irene Nikitopoulos (nikitopoulosi@manateeschools.net)

Schedule classes so that para personnel is available to support classroom instruction.

Person Responsible Irene Nikitopoulos (nikitopoulosi@manateeschools.net)

Ensure that instructional material and programs are available to teacher at the beginning of the year and that appropriate training has been made available.

Person Responsible Irene Nikitopoulos (nikitopoulosi@manateeschools.net)

Schedule classes so that para personnel is available to support classroom instruction.

Person Responsible Irene Nikitopoulos (nikitopoulosi@manateeschools.net)

Ensure that instructional material and programs are available to teacher at the beginning of the year and that appropriate training has been made available.

Person Responsible Irene Nikitopoulos (nikitopoulosi@manateeschools.net)

Monitor quarter Benchmark assessments, IXL progress monitoring and teacher-created classroom assessments to ensure mastery of standards.

Person Responsible Irene Nikitopoulos (nikitopoulosi@manateeschools.net)

Hold teacher accountable for progress monitoring by submitting feedback to administration on a biweekly basis.

Person Responsible Irene Nikitopoulos (nikitopoulosi@manateeschools.net)

#6. Culture & Environment specifically relating to Community Involvement

Area of Focus Description and Rationale: Lincoln Memorial holds a significant role in the community's rich history, and this year marks another major milestone with its return as a public school within the School District of Manatee County. With a new name, a new cost center, and a new vision, our school must restore the vibrant school culture which made Lincoln Memorial the pride of the community. With that, rebuilding the relationship with the community is a goal for this upcoming school year that the administration, faculty, staff and students are committed to achieving.

Measurable Outcome: School stakeholders will foster a school culture that earns an overall positive rating as indicated on the Community Feedback form distributed in February, 2022.

Monitoring: Methods to monitor this outcome will include the following:
 Recruitment drives
 Open house attendance
 Social media interaction
 SAC participation
 Mission/Vision Workshops

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

Evidence-based Strategy: Building positive relationships with the community will garner support for the school and its programs. The school remains an integral part of people's day to day lives and fostering support will not only lead to greater pride and success among students, but will also bring pride to the community.

Rationale for Evidence-based Strategy: Gordon, J. (2007). The energy bus. John Wiley & Sons.

Action Steps to Implement

Develop Mission and Vision Statements with staff, faculty and community support.

Person Responsible Ronnie King (kingr@manateeschools.net)

Develop outreach program to involve community and business partners in the new programs being offered at the school.

Person Responsible Irene Nikitopoulos (nikitopoulosi@manateeschools.net)

Begin recruiting efforts through off-campus visits to local schools and community organizations, on-site tours of our new CTE programs, and virtual tours and social media postings.

Person Responsible [no one identified]

Recognizing outstanding students and staff and their contribution to improving their community.

Person Responsible Ronnie King (kingr@manateeschools.net)

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.

No Data - School's first year 2021/2022

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.

Although the 21/22 school year is the inaugural year of Lincoln Memorial Middle School, our campus holds a rich history in the community. Lincoln Memorial is a landmark in Palmetto and remains one of the most influential schools in Manatee County. As of July 1st, we officially reestablished ourselves as part of the School District of Manatee County and have returned to our traditional name of Lincoln Memorial Middle School.

As part of this new start, our administration, faculty and staff is making it a goal to convey a positive school culture among our colleagues, students, and community.

Our faculty and staff prides itself on making strong commitments to student success. Many teachers are alumni of Lincoln Memorial and strive to continue a tradition of excellence. This year, our administration held summer workshops to develop a mission and vision statement that would express this goal. Through collaboration among dozens of staff members, these statements embody the values that we would like our students to possess. New logos were designed and also reviewed by staff and members of the community. Throughout the school year, positive culture among staff will be reinforced with recognitions, awards and campus celebrations.

For our students, our Administrative Team implements the PBIS (Positive Behavior Incentive School) system which involves student rewards, recognition ceremonies and field trips. The program provides an opportunity for teachers and administration to provide immediate positive feedback to students.

Finally, through weekly communication, School Advisory Committee meetings, business partner relationship, social media postings, guest speaking engagements, and school beautification days, our school is committed to being a source of pride in our community by showcasing our achievements throughout the school year.

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

Mr. Ronnie King: Weekly parent communication, community partnerships, staff recognitions, SAC meetings
 Ms. Irene Nikitopoulos: Social media, Business partnerships, special events
 Ms. Chandoue Lawarence: PBIS, student celebrations, student recognitions

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Teacher Recruitment and Retention	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Community Involvement	\$0.00
Total:			\$0.00