

Leon County Schools

Lincoln High School



2022-23 Schoolwide Improvement Plan

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Lincoln High School

3838 TROJAN TRL, Tallahassee, FL 32311

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

Demographics

Principal: Allen Burch

Start Date for this Principal: 8/24/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	29%
2021-22 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	2021-22: B (54%) 2018-19: B (60%) 2017-18: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Leon 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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Lincoln High School

3838 TROJAN TRL, Tallahassee, FL 32311

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">29%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">54%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	B	B	B

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.

The educational setting at Lincoln High School fosters flexible, comprehensive, and challenging academic and extra-curricular programs which maximize each student's potential. Lincoln graduates will be productive, contributing members of society who have a strong sense of personal responsibility, a sense of national citizenship, a life-long love of learning, and a respect for the diverse contributions of all.

Provide the school's vision statement.

The educational setting at Lincoln High School fosters flexible, comprehensive, and challenging academic and extra-curricular programs which maximize each student's potential. Lincoln graduates will be productive, contributing members of society who have a strong sense of personal responsibility, a sense of national citizenship, a life-long love of learning, and a respect for the diverse contributions of all. Our Beliefs are

- to recruit and retain enthusiastic, highly-qualified faculty and staff members who are dedicated to creating an environment where all students can learn and are valued.
- to provide the highest quality academic instruction possible.
- to create a well-balanced learning community that encourages students to utilize critical thinking skills in problem solving and to develop time management skills to accomplish goals.
- to model and encourage, for students, a love of life-long learning, a sense of personal responsibility, and a respect for each other.
- to ensure that every student graduating from Lincoln has been given the opportunity to explore career and educational options and has been given guidance in making his/her post-secondary decisions.
- to prepare students to become proactive, productive citizens willing to improve their society as a whole.
- to encourage students to become citizens by volunteering in the community. Participation in this endeavor will allow them to develop leadership skills, an appreciation for all segments of society, and a knowledge that they can make a contribution to the well-being of the community at large.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Burch, Allen	Principal	Dr. Burch is supported by three assistant principals and one dean. The principal has designated specific responsibilities to each assistant principal and dean, which is broadly described through attendance, curriculum, and student services. Additional duties may be assigned to any member of the administrative team as situations dictate. All administrators participate in monthly faculty professional develop and are assigned teacher observation duties.
Demps, Arva	Assistant Principal	Assistant Principal of Attendance
Tibbitts, Jen	Assistant Principal	Assistant Principal of Curriculum
Monroe, Brent	Assistant Principal	Assistant Principal of Administration
Jahn, Garrett	Dean	Dean of Discipline

Demographic Information

Principal start date

Wednesday 8/24/2022, Allen Burch

Number of teachers with a 2022 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 2022 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.*

11

Total number of teacher positions allocated to the school

75

Total number of students enrolled at the school

1,874

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

11

Identify the number of instructional staff who joined the school during the 2022-23 school year.

17

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	0	0	0	547	470	464	389	1870
Attendance below 90 percent	0	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	0
Course failure in ELA	0	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	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	0	0	0	0	0	0	0

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 9/5/2022

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
Number of students with a substantial reading deficiency	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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
Number of students with a substantial reading deficiency	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	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	0
Students retained two or more times	0	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	55%	55%	51%				63%	57%	56%
ELA Learning Gains	50%						52%	52%	51%
ELA Lowest 25th Percentile	33%						38%	40%	42%
Math Achievement	47%	36%	38%				60%	56%	51%
Math Learning Gains	40%						43%	47%	48%
Math Lowest 25th Percentile	31%						45%	47%	45%
Science Achievement	58%	47%	40%				65%	67%	68%
Social Studies Achievement	66%	46%	48%				81%	82%	73%

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	63%	70%	-7%	67%	-4%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	81%	81%	0%	70%	11%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	56%	69%	-13%	61%	-5%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	61%	67%	-6%	57%	4%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	17	33	36	25	18	20	13	33		95	23
ELL	28	47		40	31		30	50			
ASN	72	67		62	45		60	50		100	82
BLK	39	42	33	27	37	30	40	50		97	42
HSP	46	38	17	40	31	31	58	51		100	56
MUL	57	38	10	43	32		65	75		96	58
WHT	64	56	35	63	46	38	69	77		98	70
FRL	34	42	33	28	34	32	38	45		97	43
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	14	22	18	16	23	19	37	31		96	19
ELL	20	40		27	27					92	50
ASN	66	56		56	21		50	80		100	78

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
BLK	38	33	18	21	17	14	29	53		97	29
HSP	47	39	26	38	16	13	52	66		89	67
MUL	46	49	42	43	21		52	71		100	50
WHT	66	46	27	49	22	33	72	84		99	64
FRL	35	36	25	25	23	20	30	48		95	29

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	28	41	37	31	50	40	26	64		85	24
ELL		55		50				80			
ASN	75	54		88	42		94	95		100	82
BLK	48	49	37	42	43	36	45	61		90	35
HSP	61	63	71	70	57	69	58	90		92	71
MUL	62	43		52	32	36	55	83		100	61
WHT	73	54	34	71	43	48	78	92		94	68
FRL	42	43	36	46	43	38	45	63		87	34

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	577
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	38

English Language Learners	
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	67
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
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	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	62
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Our ELA students improved over the course of the year, with the biggest gains seen in our lowest-level students. In regards to mathematics (Algebra I and Geometry), the highest performing students are in the lower grades (9th grade for Algebra I and 9th and 10th for Geometry). US History students maintained a high level of achievement throughout the year, which was reflected in their EOC scores at the end of the year. Biology students also maintained a higher level of achievement in their progress monitoring, with the largest growth among our lower-level students.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The ELA Lowest 25th Percentile showed the lowest performance. This trend was reflected across all subgroups however, gained ten percent from the previous year's data.

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 lead to this need for improvement include attendance. Attendance monitoring, follow up with students who have excessive absences, and remediation for those students will address this need for improvement.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math Achievement showed the most improvement. Reading support, cross-curricular planning, and coordinated planning and assessments contributed to this positive trend.

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

Reading support, cross-curricular planning, and coordinated planning and assessments contributed to this positive trend.

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

In addition to curriculum mapping, which will provide additional support for students who struggle on state assessments, additional opportunities will be provided for concordant scores.

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 guidance counselors and instructional leaders will be working hand in hand to meet individual students need. They will be provided PD from the district, administration, and peers throughout the year in their specified area of expertise.

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

Utilizing lessons learned during the pandemic year, we have seen the amount of academic loss that occurs when students do not receive instruction consistently based on a multitude of scenarios. Regardless of those scenarios, the expectancy of students to meet requirements such as accessibility to tutoring, course retake options, and an increased amount of test dates are of necessity to ensure our students not only meet high school graduation requirements but are college and career ready.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Lincoln's reading and writing achievement scores were above the State but below the District average. While this is measured in FSA ELA scores, reading comprehension and writing skills are fundamental to success in every subject.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Lincoln students will score above the state and district average in ELA learning gains and will match the state average in ELA bottom 25th percentile.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Students will participate in quarterly progress monitoring through standards-aligned county- made diagnostics. Teachers will review data from these assessments and adjust instruction as needed. Students who fall into the bottom 25% will also complete the STAR assessment to monitor their progress in reading fluency and comprehension. ELA interventionists will work inside of general English courses and will also pull out students for additional support.

Person responsible for monitoring outcome:

Rebecca Anderson (andersonr@leonschols.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Students will continue to improve in critical reading and text-based writing, both in the classroom and on the Florida Assessment of Student Thinking for English/ Language Arts.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Implement the following strategies into everyday English/Language Arts instruction to support critical reading and text-based writing:

- B.E.S.T. ELA Standards-based fiction and non-fiction supplements.
- County-developed progress monitoring in reading comprehension and data analysis to guide instruction
- STAR assessments to track the progress of the bottom quartile students - Tier 2 & 3 Interventions

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Yearlong professional development
2. Classroom observations
3. Lesson plans

4. Progress monitoring assessments including STAR assessment tool for bottom 25%
5. Teacher gradebooks

Person Responsible Allen Burch (burcha@leonschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The percentage of our bottom 25% making learning gains has improved and data shows growth in students achieving Level 3 or higher on the FSA Algebra I and Geometry EOCs, however, Lincoln High School math learning gains are below the state and district average.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Lincoln will match or exceed the district and State Math achievement levels as measured by the Benchmarks for Excellent Student Thinking (B.E.S.T.) EOC in Algebra I and Geometry.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students will complete quarterly progress monitoring through county-made standards- aligned diagnostics for Algebra 1 and Geometry. Math support designees will provide additional intervention by pulling out students from elective courses and working with students in Math courses. Math interventionists will work inside of general Math courses and will also pull out students for additional support.

Person responsible for monitoring outcome:

Rebecca Anderson (andersonr@leonschols.net)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Supporting our 9th and 10th grade students in the lowest 25% using the Algebra IA and IB curriculum. Additionally, implementing the "All Things Algebra" in combination with Math Nation to build algebraic skills.

Rationale for Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy.

Implement Math Nation into everyday Algebra and Geometry instruction to support student learning and achievement.

Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Yearlong professional development
2. Classroom observations
3. Lesson plans
4. Progress monitoring assessments
5. Teacher gradebooks

Person Responsible

Allen Burch (burcha@leonschools.net)

#3. Instructional Practice specifically relating to Science

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Science achievement for Lincoln High School was below the State and District average. While this is measured in Biology scores, biological concepts are fundamental to the Science curriculum.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Lincoln students will score above the district average and will match the State average in Science achievement.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students will complete quarterly standards-based county-made diagnostic progress monitoring assessments.

Person responsible for monitoring outcome:

Allen Burch (burcha@leonschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Students will apply text-based evidence in support of biological concepts on the EOC. Students will be given activities, labs, projects, and assignments which involve more scientific readings; assignments that contain a wide array of question types that cover the state assessment goals; and more graphical analysis of data on homework, tests, and quizzes.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Implement the following strategies into everyday Biology instruction to support biological concepts:

- County-based progress monitoring assessments
- County-wide pacing guide
- Pearson textbook-supplied resources

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Yearlong professional development
2. Classroom observations
3. Lesson plans
4. Progress monitoring assessments
5. Teacher gradebooks

Person Responsible

Allen Burch (burcha@leonschools.net)

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Lincoln High School Social Studies Achievement, while above the state average, is below the district average.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Lincoln will match the district and State Social Studies achievement levels as measured by the Florida Standards Assessment in United States History.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students will complete quarterly progress monitoring to assess their level of skill. Teachers will adjust their instructional practices as needed based on the data from these assessments.

Person responsible for monitoring outcome:

Allen Burch (burcha@leonschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Students will continue to improve in achievement levels, both in the classroom and on the Florida Standards Assessment EOC, for United States History.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Implement the following strategies into everyday United States History instruction to support achievement levels:
 - District-based progress monitoring
 - District-adopted textbook
 - Online access to McGraw-Hill Connect ED

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Yearlong professional development
2. Classroom observations
3. Lesson plans
4. Progress monitoring assessments
5. Teacher gradebooks

Person Responsible

Allen Burch (burcha@leonschools.net)

#5. Instructional Practice specifically relating to Graduation

Area of Focus Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Student graduation requirements, including test performance, continue to become more demanding.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Provide students additional opportunities to meet graduation requirements.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students will receive the opportunity to earn a concordant score through the ACT or SAT. Students will have additional opportunities for test prep tutoring by teachers.

Person responsible for monitoring outcome:

Allen Burch (burcha@leonschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Identify students who meet the requirements for additional opportunities and provide them with these opportunities at least once per semester.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

In addition to curriculum mapping, which will provide additional support for students who struggle on state assessments, additional opportunities will be provided for concordant scores.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. ACT School Day Administration (Fall 2022)
2. SAT School Day Administration (Fall 2022)
3. ACT School Day Administration (Spring 2023)
4. SAT School Day Administration (Spring 2023)

Person Responsible

Allen Burch (burcha@leonschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Lincoln High School offers a variety of communication options to our stakeholders. This includes an updated website, weekly listserv, county sponsored student grade and attendance access, monthly principal newsletters, teacher websites, and a variety of social media, including Twitter. Additionally, Lincoln employs five guidance counselors, assigned specific portions of our student body, who provide counseling and student services. In addition to the guidance counselors, Lincoln employs one graduation coach to work with seniors and at-risk juniors. Leon County Schools also provides additional support staff for specific student needs, as they arise, including a counselor that utilizes New Horizons curriculum for students who have been identified needing extra support. In addition, Lincoln High School encourages community partnerships with both academic and social/emotional agencies to work with our student body.

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

Administration – Implementation of School Mission and Vision

Cindy Seitel – Social Media Liaison

Guidance Counselors – Student Academic and Social Emotional Wellness

Pat Jones – SGA Sponsor

Classroom Teachers and Staff – Daily Communication and Relationship Building