

Manatee County Public Schools

Lincoln Memorial Middle School



2022-23 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: 7/1/2021

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Black/African American Students* Hispanic Students Multiracial Students White Students* Economically Disadvantaged Students
School Grades History	2021-22: C (44%) 2018-19: No Grade 2017-18: 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	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 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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>91%</p>

School Grades History

<p>Year</p>	<p>2021-22</p>	<p>2020-21</p>
<p>Grade</p>	<p>C</p>	

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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.

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

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
King, Ronnie	Principal	
Nikitopoulos, Irene	Assistant Principal	

Demographic Information

Principal start date

Thursday 7/1/2021, Ronnie King

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.*

2

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.*

4

Total number of teacher positions allocated to the school

21

Total number of students enrolled at the school

400

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

7

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

13

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	139	137	124	0	0	0	0	400
Attendance below 90 percent	0	0	0	0	0	0	44	50	52	0	0	0	0	146
One or more suspensions	0	0	0	0	0	0	34	65	61	0	0	0	0	160
Course failure in ELA	0	0	0	0	0	0	0	10	12	0	0	0	0	22
Course failure in Math	0	0	0	0	0	0	1	12	8	0	0	0	0	21
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	48	54	74	0	0	0	0	176
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	37	56	59	0	0	0	0	152
Number of students with a substantial reading deficiency	0	0	0	0	0	0	48	54	74	0	0	0	0	176

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	37	57	66	0	0	0	0	160

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
Students retained two or more times	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	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	

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	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	

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	28%	49%	50%					52%	54%
ELA Learning Gains	37%							56%	54%
ELA Lowest 25th Percentile	39%							51%	47%
Math Achievement	37%	35%	36%					59%	58%
Math Learning Gains	42%							61%	57%
Math Lowest 25th Percentile	54%							54%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement	25%	57%	53%					47%	51%
Social Studies Achievement	62%	54%	58%					77%	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	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
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					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	5	33	34	15	35	48		21			
ELL	19	28	24	39	44	39	20	65			
BLK	21	35	40	33	41	56	20	56	74		
HSP	35	38	33	42	44	52	31	73	79		
MUL	23	15		38	46						
WHT	42	56		33	35						
FRL	27	36	35	35	44	55	26	61	74		
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

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	45
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	56
Total Points Earned for the Federal Index	454
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	24
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	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	42
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	48
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	31
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
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	42
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	46
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?

Grade Level Trends: A comparison of achievement by grade levels indicates that the 6th grade group scored higher (32% ELA, 41% Math) as compared to their 7th grade (24% ELA, 22% Math) and 8th grade (24% ELA, 23% Math - excludes Alg, Geo) counterparts. When analyzing gains by grade level, a

different trend emerges. 6th and 8th graders outperformed 7th graders in ELA while 7th and 8th graders significantly outperformed 6th graders in math. These trends in gains were also similar to those gains in the L25 subgroup.

Subgroup Trends: As indicated on the Florida "Report Card" page, the performance of students categorized as Multiracial, ELL and Students with Disabilities was below the Federal Index of 41%. Students with Disabilities performed the least successfully from all subgroups with only 24% of points earned while ELLs earned 35% and Multiracial students earned 31%.

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

The greatest area in need of improvement remains overall proficiency which fell below state levels in the following areas: ELA Achievement (28% vs 54%), Math Achievement (37% vs. 58%), Science Achievement (25% vs. 51%) and Social Studies Achievement (62% vs. 72%).

With respect to learning gains, the greatest need for improvement would be gains in 6th grade Math and 7th grade ELA. Particular attention should be placed on students who tested last year and moved to the subsequent grade. Many were proficient in the last two to three years, but fell below that mark for SY 21/22.

With respect to subgroups, the areas in greatest need of improvement include ELLs and Multiracial ELA Achievement, The Students with Disabilities subgroup showed the greatest need of attention with only a 5% proficiency rate in ELA and a 0% proficiency rate in Math; however this subgroups learning gains neared the 41% federal index.

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:

As echoed by other schools, poor attendance over the last two years likely contributed to underperformance in the 21/22 school year. Students entering 6th and 7th grades had shown to be struggling on progress monitoring benchmarks as compared to 8th grade students. It appears that the effects of virtual and hybrid learning disrupted the learning of these younger students.

High absence rates during the 21/22 school year continued and negatively impacted instruction among all grade levels.

Staffing was another contributing factor that could explain the low achievement scores for 6th grade Math and 7th grade ELA. In both areas, lack of a consistent teacher in each classroom likely contributed to low performance.

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

The greatest improvement proved to be in 8th grade ELA, 7th and 8th grade Math, and Civics.

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

In both 8th Grade ELA and Math, instruction was led by effective and highly effective teaching staff. Further, remediation instruction for Tier 2 and 3 students bolstered these scores with the implementation of effective intervention programs (Acaletics and Reading Plus). In Civics, a veteran teacher who had extensive content knowledge was assigned to these classes. Additional support was implemented through before/after school tutoring. Teachers also participated in District-wide collaboration programs where teachers at smaller schools, similar to Lincoln, were encouraged to collaborate with expert teachers at other District schools.

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

Strategies that will be implemented to accelerate learning include the following:

Collaborative Planning: With increased enrollment, more than one teacher will be assigned to core subject area classes (e.g. 2 teachers for 7th grade math, 2 teachers for 6th grade ELA). Master scheduling has now been modified to include common planning periods for subject areas. This will allow teachers with ample time to plan highly engaging lessons and meaningful assessments. This will be particularly useful as new standards are adopted and new textbooks are being used.

Reading/Math Coaches: Title 1 funds, which were fully available at the start of this school year, are being used to employ full-time Reading and Math coaches. These expert teachers will provide instructional assistance to both new and experienced teachers as well as teachers in other subject areas. They will also focus on collecting and analyzing progress monitoring data.

Teachers with Content Area Knowledge: Newly hired teachers have previous experience and success in the content area in which they are teaching. Of the three newly hired math teachers, two have 5+ years in math instruction and the third has 2+ years experience. Of the two newly hired ELA teachers, one has 10+ years experience.

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.

The focus of this year's professional development will center on practical tools that teachers can employ that will yield highly engaging lessons which result in mastery of benchmarks. Professional development has already begun with a summer session organized and facilitated by Lincoln's Reading and Math coach. Throughout the year on a quarterly basis, instructional coaches will provide "High-Impact" Instructional Strategy PD to teachers. Another professional development opportunity is District support by curriculum specialist and instructional specialists. Lincoln Memorial is supported by these core area specialists on a biweekly basis. Further, the District provides on-going opportunities for professional development for administrators, coaches and teachers.

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

With the availability of Title 1 funds, additional support is provided with the placement of a Reading and Math coach. Further, Title 1 funds are available for teachers to plan collaboratively on a weekly basis as well as attend professional development trainings on a quarterly basis. Faculty meetings also include professional development that focuses on high impact instructional strategies.

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.

Reading proficiency remained 26 percentage points below the state average. 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 eventually result in students not meeting graduation requirements thereby contributing to student drop out.

Measurable Outcome:

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

By the end of the 22/23 school year, 35% of all students will be at or above grade level in Reading as indicated on the 3rd F.A.S.T. administration.

Monitoring:

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

Progress will be measured by analyzing results from State Progress Monitoring assessments (FAST), District Benchmark, and comparing the data to FSA results from the 20/21 school year. Formative and interim assessments include Lexia and SIPPs Diagnostics and 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:

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

Lexia Learning Reading Intervention Program.
SIPPS Reading Intervention Program.
Cengage ELA Textbook Series.
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:

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

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.

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

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 nonproficient standards must be spiraled into subsequent lessons.

Before/After school tutoring for nonproficient students.

Additional para support for nonproficient students.

Students in ESSA Subgroups who fall below expectations will be identified for before/after school tutoring,

Implement SPARKS/CHAMPS to sustain a classroom environment conducive to learning.

Person Responsible

Irene Nikitopoulos (nikitopoulosi@manateeschools.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.

Students who are not 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 should also strive to exceed proficiency to better prepare themselves for dual enrollment credit in high school or other post-secondary studies in STEM careers.

Measurable Outcome:

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

By the end of the 22/23 school year, 45% of all students will be at or above grade level in Math and the acceleration rate will meet or exceed 85% as indicated on the Spring F.A.S.T. administration.

Monitoring:

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

Progress will be measured by analyzing results from F.A.S.T. progress monitoring administrations. Formative and interim assessments include the following: Dreambox (6th-8th Grade Intensive Math) and Acaletics Scrimmages (6th - 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:

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

- All Level 1 and Low Level 2 students will be placed in Foundational Math. Dreambox and Acaletics for 6th - 8th grade will implemented in the Foundational Math course.
- School-based Instructional Coach will be collaborating with Foundational Math teacher as well as core Math teachers with particular focus on incorporating high-yield instructional strategies into lesson plans.
- Foundational Math teacher collaborates weekly with expert teacher in the District.
- Supplemental instructional material includes Maneuvering the Middle.
- Math Boot Camps for all grade levels, Geometry and Algebra will be scheduled prior to FAST PM2 and PM3 assessments
- District Curriculum Specialist collaborative meetings with teachers on a weekly basis

Rationale for Evidence-based Strategy:

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

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.

Schedule non-proficient students in Foundational 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 21/22 Algebra students who successfully passed the EOC into Geometry.

Before/after tutoring will provide support for non-proficient students.

Students in ESSA Subgroups who fall below expectations will be identified for before/after school tutoring, Implement SPARKS/CHAMPS to sustain a classroom environment conducive to learning.

Person Responsible Irene Nikitopoulos (nikitopoulosi@manateeschools.net)

#3. Instructional Practice specifically relating to Social Studies

<p>Area of Focus</p> <p>Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>Achievement in Civics combines the ability to demonstrate a proficiency in reading as well as the mastery of concepts that have been introduced in both elementary and middle school grades. Students who earn a passing score on the Civics EOC have met the goals of both understanding concepts in American government but also can analyze how these concepts have been employed in our nation's history. Data reveals that students in the 7th grade and 8th grade struggle with reading proficiency and reading comprehension. Coursework and preparation for the Civics EOC will support students in mastering B.E.S.T. Reading benchmarks by exposing students to complex text, supporting arguments with evidence, and analyzing text for main idea.</p>
<p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>By the end of the 22/23 school year, 75% of all students will earn a proficient score on the Civics EOC.</p>
<p>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>Quarterly Benchmark Assessments will be used to monitor students' progress and guide instruction. 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.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Ronnie King (kingr@manateeschools.net)</p>
<p>Evidence-based Strategy: Describe the evidence-based strategy being implemented</p>	<p>Lesson plans aligned with District adopted curriculum maps and pacing guides ensures that standards-based instruction is being implement in each classroom.</p>

for this Area of Focus.

Rationale for Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy.

Fullan, M., & Stiegelbauer, S. (1991). The new meaning of educational change. New York: Teachers College Press.

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.

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 nonproficient standards must be spiraled into subsequent lessons.

Students in ESSA Subgroups who fall below expectations will be identified for before/after school tutoring, Implement SPARKS/CHAMPS to sustain a classroom environment conducive to learning.

Person

Responsible

Ronnie King (kingr@manateeschools.net)

#4. 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.

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:

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

By the end of the 22/23 school year, 35% of all students will earn a proficient score on the 8th Grade Statewide Science Assessment.

Monitoring:

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

Quarterly Benchmark Assessments will be used to monitor students' progress and guide instruction.

Progress Learning 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:

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

-ELA and Elective support with a focus on vocabulary and reading comprehension.

-Generation Genius video supplements

-Progress Learning support and mini assessments

-Discovery Education textbook series

Rationale for Evidence-based Strategy:

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

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.

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

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

Provide collaborative planning time so that science teachers can align curriculum.

Students in ESSA Subgroups who fall below expectations will be identified for before/after school tutoring,

Implement SPARKS/CHAMPS to sustain a classroom environment conducive to learning.

Person Responsible

Irene Nikitopoulos (nikitopoulosi@manateeschools.net)

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus
Description and Rationale: As indicated on Florida's "Report Card," the performance of students categorized as Multiracial, ELL and Students with Disabilities was below the Federal Index of 41%. Students with Disabilities performed the least successfully from all subgroups with only 24% of points earned while ELLs earned 35% and Multiracial students earned 31%. Further, the District's Proposed Strategic Plan emphasizes school should "provide unique and highly personalized support for English Language Learners." Students in these subgroups must be supported in these middle grade years in an effort for them to move onto high school and be eligible for graduation.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: Ratings for Multiracial, ELLs and Students With Disability Subgroups will exceed 41% as measured by the F.A.S.T.'s third administration.
State the specific measurable outcome the school plans to achieve.
This should be a data based, objective outcome.

Progress will be measured by analyzing results from the three administrations of the F.A.S.T.
 Diagnostic and progress monitoring measures will also be collected from DreamBox, Acaletics, Lexia, and SIPPS.
 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.
 Teachers will conduct monthly data chats with students and students will monitor their own progress.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.
 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.
 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: Describe the evidence-based strategy being implemented for this Area of Focus.
 The District has adopted two remediation programs, Dreambox and Lexia, that support instruction in Foundational Math and Intensive Reading classrooms. In addition, Acaletics and SIPPS are used as supplements to support low performing students. According to the Center for Research and Reform in Education (CRRE) at Johns Hopkins School of Education, these programs are designed in the following manner: "Lexia® PowerUp Literacy® (PowerUp) is designed to enhance English language arts instruction for struggling and non-proficient readers in grades 6–12. Blending online student-driven explicit instruction with offline teacher-delivered lessons and activities,." "DreamBox Learning is an adaptive, online math program designed to complement classroom instruction. Combining a motivating, game-like environment with a rigorous, standards-aligned curriculum, it responds to learners' actions and decisions by continuously adapting to support student competency with math concepts and promoting strategies for fluency and application."

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

Evidence-based instructional programs to assist remedial classes are document by the Center for Research and Reform in Education (CRRE) at Johns Hopkins School of Education.

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.

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

Data from these subgroups will be pulled from Lexia and Dreambox. Instructional modifications will be made in response to data.

Students who fall below expectations will be identified for before/after school tutoring,

Para support will also be made available for small group/one-on-one instruction.

Implement SPARKS/CHAMPS to sustain a classroom environment conducive to learning.

Person

Responsible

Irene Nikitopoulos (nikitopoulosi@manateeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

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Grades 3-5: Instructional Practice specifically relating to Reading/ELA

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Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

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Grades 3-5: Measureable Outcome(s)

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Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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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.

Although the 22/23 school year represents Lincoln Memorial Middle School,'s second year as a District 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 part of this new start, our administration, faculty and staff has made it our goal to 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, we have reinforced the importance of our vision and mission statements which embody the values that we would like our students to possess. 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 faculty and staff is committed to being the premier middle in the District.

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

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