

Alachua County Public Schools

# Abraham Lincoln Middle School



## 2022-23 Schoolwide Improvement Plan

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# Abraham Lincoln Middle School

1001 SE 12TH ST, Gainesville, FL 32641

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

## Demographics

**Principal: Darin Jones**

Start Date for this Principal: 7/31/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	88%
<b>2021-22 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2021-22: B (56%) 2018-19: B (60%) 2017-18: B (56%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## Abraham Lincoln Middle School

1001 SE 12TH ST, Gainesville, FL 32641

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

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

### School Grades History

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

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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.**

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

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

In conjunction with the SBAC district vision, we will help develop students who have the knowledge, skills, and personal characteristics to be lifelong learners and independent thinkers. Lincoln strives to raise the academic achievement of all students at all levels.

### School Leadership Team

#### **Membership**

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
Green, John	Principal	Principal: The Principal is the instructional leader of the school. He communicates a common vision for the instructional improvement, oversees all staff development, observes teaching practices, performs teacher evaluations, helps develop all improvement plans, manages all community resources, works with the district on support initiatives and resources needed. He monitors instructional effectiveness and student outcomes. He oversees the direction of the school in accordance with district initiatives and strategic plan. He provides a common vision for the use of data-based decision-making and ensures implementation of school-based initiatives including PBIS.
Ebert, Mickey	Assistant Principal	Dr. Ebert's duties include (but are not limited to) overseeing the maintenance of the facilities, PBIS, discipline, safety, textbooks, supervision and evaluation of staff, assistance with technology needs and troubleshooting, liaison with guidance, nurse, county office, teachers, parents and students.
Peterson, Lisa	Assistant Principal	Mrs. Peterson monitors instructional effectiveness and student outcomes through development of the master schedule and customized course placement. Her instructional appraisal responsibilities including formal and informal observation with feedback, teacher professional learning, curricular support, coaching and mentoring for teachers. Other responsibilities include maintenance of master schedule and student rosters. She serves as the school's testing coordinator, the point of contact (POC) for the magnet program and The Leader in Me schoolwide initiative. She oversees the curricular goals of the school as well as formative and summative assessments; conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS, implementation (including job-embedded year-long professional development), and communicates with parents regarding school-based MTSS plans and activities. She participates in the weekly student services team meetings where student needs are addressed.
Williams, Mary	School Counselor	
Peoples, Sabrina	Dean	

## Demographic Information

### Principal start date

Sunday 7/31/2022, Darin Jones

**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.*

4



**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.*

6

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

39

**Total number of students enrolled at the school**

703

**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.**

11

### 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	243	234	222	0	0	0	0	699
Attendance below 90 percent	0	0	0	0	0	0	39	29	25	0	0	0	0	93
One or more suspensions	0	0	0	0	0	0	28	49	34	0	0	0	0	111
Course failure in ELA	0	0	0	0	0	0	37	33	42	0	0	0	0	112
Course failure in Math	0	0	0	0	0	0	42	62	45	0	0	0	0	149
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	77	60	63	0	0	0	0	200
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	87	72	64	0	0	0	0	223
Number of students with a substantial reading deficiency	0	0	0	0	0	0	77	60	63	0	0	0	0	200

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	89	89	80	0	0	0	0	258

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	3	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	3	3	21	0	0	0	0	27

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

Sunday 7/31/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	50	58	64	0	0	0	0	172

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	7	4	4	0	0	0	0	15

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	50	58	64	0	0	0	0	172

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	7	4	4	0	0	0	0	15

## 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%	51%	50%				62%	59%	54%
ELA Learning Gains	54%						60%	56%	54%
ELA Lowest 25th Percentile	31%						32%	41%	47%
Math Achievement	57%	34%	36%				61%	60%	58%
Math Learning Gains	62%						60%	56%	57%
Math Lowest 25th Percentile	45%						37%	46%	51%
Science Achievement	52%	51%	53%				65%	53%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement	62%	54%	58%				68%	73%	72%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	56%	53%	3%	54%	2%
Cohort Comparison						
07	2022					
	2019	59%	54%	5%	52%	7%
Cohort Comparison		-56%				
08	2022					
	2019	68%	61%	7%	56%	12%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	32%	52%	-20%	55%	-23%
Cohort Comparison						
07	2022					
	2019	62%	59%	3%	54%	8%
Cohort Comparison		-32%				
08	2022					
	2019	18%	27%	-9%	46%	-28%
Cohort Comparison		-62%				

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	62%	54%	8%	48%	14%
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	66%	69%	-3%	71%	-5%
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	93%	56%	37%	61%	32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	48%	52%	57%	43%

### 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	13	24	21	17	39	35	17	13			
ELL	81	63		88	100						
ASN	97	82		100	90		100	100	95		
BLK	22	34	31	23	43	39	11	29	62		
HSP	69	52		76	91		60	77	100		
MUL	81	72		77	58		91		85		
WHT	85	70		90	75	75	82	95	90		
FRL	24	35	29	26	46	42	16	33	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
SWD	11	27	26	16	26	23	6	10			
ELL	92	92		91	64						
ASN	99	91		97	78		96	100	86		
BLK	20	27	24	17	27	27	8	26	37		
HSP	70	57		72	55						
MUL	66	50		65	45			76			
PAC	100										
WHT	88	73		87	64		88	85	92		
FRL	23	29	24	20	28	28	14	30	57		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	43	34	20	38	35	18				
ASN	99	86		100	91		100	98	99		
BLK	24	35	33	22	37	31	14	37	61		
HSP	93	78		82	63			100			
MUL	83	71		79	71				91		
WHT	94	81		94	76	45	96	93	94		
FRL	29	40	33	27	39	31	20	41	67		

### 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)	TSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	502
Total Components for the Federal Index	9
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3

English Language Learners	
Federal Index - English Language Learners	83
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	95
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	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	75
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	77
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	83
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Lincoln Middle School's overall performance has rebounded to pre pandemic levels in most areas. Our greatest improvements came in Math Learning Gains and Math Lowest Quartile Gains. Despite improvements from 2021 to 2022, we haven't rebounded to pre pandemic levels in ELA, science, civics, or Acceleration.

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

Lincoln's greatest area of concern continues to be in Reading for all students. Deficits in overall reading skills bleed over science and civics assessments. Despite these challenges in reading skills, the performance of students in the ESSA subgroups (African American students, Students with Disabilities, and Economically Disadvantaged students) demonstrated gains from 2021-2022 except ELA Learning Gains and ELA.

#### 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 continue to be the impact of the pandemic on learning. Students performed lower in 2021 compared to 2019. Learning loss was evident in all subjects as well as school attendance and social/behavioral issues for many students.

This year, we will continue to implement high quality instruction with high quality materials and resources. We developed the master schedule to provide for common planning for ELA, math and science teachers. In addition to giving time for teachers to collaborate on high quality instruction, teachers will have more time to discuss student performance with their content peers.

District Supports and Resources including Literacy Coach, High Dose tutoring, and Beyond the Bell tutoring for students. The district is also supplying students without internet a wifi enabled device that will allow students to access district adopted materials beyond the school day.

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

Math gains and Math lowest % have shown the most overall improvement rising from 17 points and 16 points respectively. Our ESSA subgroups have shown improvement in all categories from 2021 except for SWD in ELA LG and ELA lowest %. Our ESSA subgroups performed better in Math gains, Math lowest % and acceleration compared to 2019 pre-pandemic performance.



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

Teachers implemented high quality instruction using district adopted materials and supplemental resources including iXL. Teachers met individually and as a team with administrators to review student progress quarterly.

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

We will continue using high quality instructional practices and district adopted materials this year. Additionally, there is an increased focus on social/behavioral relationships through the CORE and PBIS. Moreover, we have added highly qualified teachers to our faculty. These teachers bring a wealth of experience to our students.

**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 priority for Professional Development will be centered around the new B.E.S.T. standards, the FAST Progress Monitoring, and instructional best practices. Additionally, feedback on implementation of best practices for teachers from SNAPSHOTS, informal walkthroughs, coaching sessions and formal observation is a priority. Feedback will be used in the development of Professional Development Plans.

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

Lincoln has a robust history of partnering with the community to provide mentors and support to students. This includes support from PTSA, City of Gainesville Police Department's Reichart House, Made for More, the University of Florida, and others. These Partners in Education provide supplemental funds for improving instructional materials and incentives.

**Areas of Focus**

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

:

**#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

<b>Area of Focus</b> <b>Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>Lincoln's Students with Disabilities, African American students and FRL students are under performing their white and Asian peers in all tested subjects. The Lowest Quartile is comprised mostly of students in the identified subgroups. Most of our non-magnet students have attended schools with histories of low performance. They lack foundational academic skills, suffer from lower attendance, and have more discipline incidents. These students require intensive remediation, scaffolding and supplemental supports to meet achievement targets and learning gains. Conversely, the magnet students are generally high achieving with outstanding achievement scores. They readily meet performance expectations but also need proper support to make learning gains and show proficiency.</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve.</b> <b>This should be a data based, objective outcome.</b>	<p>Each ESSA subgroup (SWD, Black, FRL) will increase proficiency in ELA, Math, Science and Social Studies by 10% for overall achievement during the 2022-23 school year.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>Quarterly Data chats with teachers to review student progress on FAST, CAPM (formerly AIMS) and other curriculum based assessments including the iReady Diagnostic Assessment</p>
<b>Person responsible for monitoring outcome:</b>	<p>John Green (greenje@gm.sbac.edu)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being</b>	<p>Teachers and administrators will engage in frequent progress monitoring using state progress monitoring tools including FAST for ELA and math and district based CAPM (formerly AIMS) for science.</p>

**implemented  
for this Area  
of Focus.**

**Rationale for  
Evidence-  
based**

**Strategy:**

**Explain the  
rationale for  
selecting**

**this specific strategy.** Frequent progress monitoring allows teachers to make real-time instructional decisions.

**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.

Students in the intensive reading courses will take the iReady diagnostic assessment 3x/year

Teachers will use high quality, district and school adopted materials.

Teachers will follow the district adopted curriculum maps

Strategic scheduling of teachers and students

High Dose tutoring for targeted students

Data chats with students to help them set learning goals based on baseline assessments.

Utilize coteach and support facilitation models for SWD

Collaborative Planning for content teachers

Quarterly Data chats with teachers

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

Attendance will be monitored monthly working closely with the school's family liaison

EPT meetings will be conducted to address the needs of struggling students.

MTSS will be in place for all students in need of additional intervention.

Mentoring programs including Made for More, Reichart House and Project Success

**Person  
Responsible** Mickey Ebert (ebertrm@gm.sbac.edu)

**#2. Positive Culture and Environment specifically relating to Equity and Diversity**

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

We have identified that we need to increase our African American enrollment of students in the Lyceum program.

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

By the next magnet recruitment cycle, the percentage of African American students in the Lyceum program will increase by 2%.

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

Applications will be reviewed in advance with eligible Lincoln students receiving priority.

**Person responsible for monitoring outcome:**

John Green (greenje@gm.sbac.edu)

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

We will foster relationships with local feeder schools to identify and cultivate African American candidates that are zoned for our school.

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

Many times we have students that could have been identified early in the magnet process who would succeed in the program but we are not able to identify them until the 7th or 8th grade year.

**Action Steps to Implement**

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.

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

**Person Responsible**

John Green (greenje@gm.sbac.edu)

**#3. -- Select below -- specifically relating to****Area of Focus Description and Rationale:**

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

**Measurable Outcome:**

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

**Monitoring:**

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

**Person responsible for monitoring outcome:**

[no one  
identified]

**Evidence-based Strategy:**

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

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. 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.

*No action steps were entered for this area of focus*

## 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 Middle School is a very diverse school in that half of our school is zoned from the neighboring communities. The majority of our zoned students earn Level 1's and 2's on their FSA. The other half of our school is comprised of a highly competitive magnet program where students have some of the highest scores in the state. Because of this reality, Lincoln motto is "Every Child. Everyday. Whatever it takes." and "Nothing beats a failure but a try!" We believe that every child that comes through our doors should receive a high quality education that pushes them no matter what skill level they are on when they come to us. Through partnerships with Project SUCCESS, System of Care, Greenhouse Church, and Made for More we are able to meet the social and emotional needs of our students in culturally responsive ways.

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

implementation and our goal is to achieve model school status. We aim to become a model school by:

1. Establishing a PBIS program that reinforces basic behavior expectations and uses rewards to encourage students.
2. Providing an added layer of support for students who struggle to show good behavior.
3. Implement an individual prevention support in-service plan for students who demonstrate continued behavioral issues.

The Leader in Me Program is currently on hold. Faculty and staff expressed interest in focusing on C.O.R.E. which is a district initiative. The Seven Habits of Highly Effective People which teaches were trained on during the 2021-22 school year line up with C.O.R.E. We will focus on the first two components of C.O.R.E.:

1. Caring Relationships
2. Clear Academic Goals

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

We have partnered with a wide variety of businesses and organizations that assist with meeting the needs of our students by volunteering, providing resources and monetary denotations. A list of community partners include: Greenhouse church, University of Florida, Gainesville Police Department, Fine Farkash & Parlapiano P.A., Corner Drug Store, Made for More (mentoring), K.I.P.P., PTSA and the SAC. Our community is one of our strongest assets and we will continue to foster these partnerships going forward.