

Alachua County Public Schools

Abraham Lincoln Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Abraham Lincoln Middle School

1001 SE 12TH ST, Gainesville, FL 32641

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

School Board Approval

This plan was approved by the Alachua County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|--|---|------------------------|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Lincoln Middle School is to 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 in a rapidly changing and increasingly complex society.

Provide the school's vision statement.

In conjunction with the SBAC district vision, the vision of Lincoln Middle School is to create a dynamic learning community that empowers middle school students to become lifelong learners, critical thinkers, and compassionate individuals prepared for success in a diverse and evolving world.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|--------------------|---------------------------|---|
| Jones, Darin | 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. 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. |
| Darji, Christy | School Counselor | Counselors implement a developmental counseling program focusing on academic, social/emotional and career development as outlined by district and state requirements. |
| Leblanc, Robert | Dean | The deans provide behavior support for students. The Deans assist with the development, implementation and coordination of a preventive school-wide discipline plan. The deans can assist teachers with the collection of behavioral data to support individual student and group interventions. |
| Jackson, Kalendria | Parent Engagement Liaison | Our Family Liaison provides support to students by connecting families to school/community personnel. The Liaison provides families with information related to the needs of their child and acts as a resource to parents/ |

| Name | Position Title | Job Duties and Responsibilities |
|-----------------|----------------|---|
| | | guardians by providing family support activities and communicating with families regarding available services. Liaisons work with school personnel and students to develop individualized service plans, implement case management services, monitor student/family progress and status, and make referrals to other professional staff members or community agencies as needed. |
| Marmorato, Lisa | Teacher, K-12 | Teachers implement the district adopted curricula according the the requirements of the State of Florida BEST Standards. Teachers meet the needs of individual learners by utilizing progress monitoring tools such as quarterly district and state assessments. Teachers prioritize building relationships with their students and challenge students to develop personal characteristics. The are flexible, creative and open minded. |
| Williams, Mary | SAC Member | SAC Members participate in school wide planning and decision making. |

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our stakeholders will be involved in our SIP through quarterly meetings such as leadership team meetings, teacher team meetings and weekly newsletters to parents. Our School Advisory Council which includes all required stakeholders shall give direction in creating our SIP while also giving final approval of our new SIP.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Our SIP will be regularly monitored for effective implementation through communication of high expectations to our instructional and educational support professionals. Our team of administrators will make weekly visits to classrooms to ensure instructional effectiveness.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

| | |
|---|----------------------|
| 2023-24 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 |
| 2022-23 Title I School Status | No |
| 2022-23 Minority Rate | 79% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 88% |
| Charter School | No |
| RAISE School | No |
| ESSA Identification *updated as of 3/11/2024 | TSI |
| Eligible for Unified School Improvement Grant (UniSIG) | No |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)* |
| School Grades History *2022-23 school grades will serve as an informational baseline. | 2021-22: B 2019-20: B 2018-19: B 2017-18: B |
| School Improvement Rating History | |
| DJJ Accountability Rating History | |

Early Warning Systems

Using 2022-23 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 | | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 31 | 25 | 80 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 88 | 56 | 71 | 215 | |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 20 | 48 | 97 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 43 | 36 | 52 | 131 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 98 | 73 | 92 | 263 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 77 | 40 | 67 | 184 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 98 | 73 | 92 | 263 | |
| | 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 | | |

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 98 | 68 | 91 | 257 |

Using the table above, complete the table below with the number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 25 | 26 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|---|---|---|---|---|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 0 | 0 | 39 | 29 | 25 | 93 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 49 | 34 | 111 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 37 | 33 | 42 | 112 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 42 | 62 | 45 | 149 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 77 | 60 | 63 | 200 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 87 | 72 | 64 | 223 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 77 | 60 | 63 | 200 | |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 89 | 89 | 80 | 258 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 21 | 27 |

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|---|---|---|---|---|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 0 | 0 | 39 | 29 | 25 | 93 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 49 | 34 | 111 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 37 | 33 | 42 | 112 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 42 | 62 | 45 | 149 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 77 | 60 | 63 | 200 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 87 | 72 | 64 | 223 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 77 | 60 | 63 | 200 | |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 89 | 89 | 80 | 258 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 21 | 27 |

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 52 | | | 55 | 51 | 50 | 56 | | |
| ELA Learning Gains | | | | 54 | 50 | 48 | 53 | | |
| ELA Lowest 25th Percentile | | | | 31 | 34 | 38 | 25 | | |
| Math Achievement* | 56 | | | 56 | 51 | 54 | 51 | | |
| Math Learning Gains | | | | 62 | 55 | 58 | 45 | | |
| Math Lowest 25th Percentile | | | | 45 | 42 | 55 | 29 | | |
| Science Achievement* | 49 | | | 49 | 45 | 49 | 49 | | |
| Social Studies Achievement* | 60 | | | 61 | 62 | 71 | 59 | | |
| Middle School Acceleration | 79 | | | 89 | | | 83 | | |
| Graduation Rate | | | | | | | | | |
| College and Career Acceleration | | | | | | | | | |
| ELP Progress | | | | | | | | | |

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

| 2021-22 ESSA Federal Index | |
|--|-----|
| ESSA Category (CSI, TSI or ATSI) | TSI |
| OVERALL Federal Index – All Students | 59 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 3 |
| Total Points Earned for the Federal Index | 296 |
| Total Components for the Federal Index | 5 |

2021-22 ESSA Federal Index

| | |
|-----------------|----|
| Percent Tested | 99 |
| Graduation Rate | |

2021-22 ESSA Federal Index

| | |
|--|-----|
| ESSA Category (CSI, TSI or ATSI) | TSI |
| OVERALL Federal Index – All Students | 56 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 3 |
| Total Points Earned for the Federal Index | 502 |
| Total Components for the Federal Index | 9 |
| Percent Tested | 94 |
| Graduation Rate | |

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
|---------------|---------------------------------|--------------------|---|---|
| SWD | 17 | Yes | 4 | 4 |
| ELL | 97 | | | |
| AMI | | | | |
| ASN | 94 | | | |
| BLK | 27 | Yes | 4 | 1 |
| HSP | 85 | | | |
| MUL | 77 | | | |
| PAC | | | | |
| WHT | 88 | | | |
| FRL | 30 | Yes | 4 | 1 |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 22 | Yes | 3 | 3 |
| ELL | 83 | | | |
| AMI | | | | |
| ASN | 95 | | | |
| BLK | 33 | Yes | 3 | |
| HSP | 75 | | | |
| MUL | 77 | | | |
| PAC | | | | |
| WHT | 83 | | | |
| FRL | 36 | Yes | 3 | |

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

| 2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
| All Students | 52 | | | 56 | | | 49 | 60 | 79 | | | |
| SWD | 11 | | | 14 | | | 11 | 30 | | | 4 | |
| ELL | 94 | | | 100 | | | | | | | 2 | |
| AMI | | | | | | | | | | | | |
| ASN | 95 | | | 97 | | | 95 | 100 | 85 | | 5 | |
| BLK | 19 | | | 22 | | | 16 | 27 | 50 | | 5 | |
| HSP | 90 | | | 93 | | | 82 | | 73 | | 4 | |
| MUL | 61 | | | 67 | | | | 100 | 80 | | 4 | |
| PAC | | | | | | | | | | | | |
| WHT | 85 | | | 92 | | | 84 | 89 | 92 | | 5 | |
| FRL | 22 | | | 24 | | | 18 | 29 | 55 | | 5 | |

| 2021-22 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 55 | 54 | 31 | 56 | 62 | 45 | 49 | 61 | 89 | | | |
| SWD | 13 | 24 | 21 | 17 | 39 | 35 | 17 | 13 | | | | |
| ELL | 81 | 63 | | 88 | 100 | | | | | | | |
| AMI | | | | | | | | | | | | |
| 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 | | | |
| PAC | | | | | | | | | | | | |
| WHT | 85 | 70 | | 90 | 75 | 75 | 82 | 95 | 90 | | | |
| FRL | 24 | 35 | 29 | 26 | 46 | 42 | 16 | 33 | 74 | | | |

| 2020-21 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 56 | 53 | 25 | 51 | 45 | 29 | 49 | 59 | 83 | | | |
| SWD | 11 | 27 | 26 | 16 | 26 | 23 | 6 | 10 | | | | |
| ELL | 92 | 92 | | 91 | 64 | | | | | | | |
| AMI | | | | | | | | | | | | |
| 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 | | | |

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 07 | 2023 - Spring | 53% | 46% | 7% | 47% | 6% |
| 08 | 2023 - Spring | 48% | 47% | 1% | 47% | 1% |
| 06 | 2023 - Spring | 47% | 47% | 0% | 47% | 0% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | 39% | 47% | -8% | 54% | -15% |
| 07 | 2023 - Spring | 23% | 24% | -1% | 48% | -25% |
| 08 | 2023 - Spring | 57% | 57% | 0% | 55% | 2% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2023 - Spring | 46% | 44% | 2% | 44% | 2% |

| ALGEBRA | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 89% | 52% | 37% | 50% | 39% |

| GEOMETRY | | | | | | |
|----------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 95% | 57% | 38% | 48% | 47% |

| BIOLOGY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | * | 63% | * | 63% | * |

| CIVICS | | | | | | |
|--------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 55% | 58% | -3% | 66% | -11% |

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our SWD, AA, and FRL ESSA Subgroups underperformed their White and Asian peers. The contributing factors to the subgroups performance can be explained in many ways. 1). Many of these students are listed in all three subgroups. 2). These students have scored a one on the state assessments since the 3rd grade. We must seek to find teachers who are innovative and can motivate these students. These students are smart but their lack of motivation does contribute to their lack of success on state assessments. 3). Students may also be unaware of their reading level and why they are completing remedial reading activities such as I-Ready. During the first week of November we will hold data chats with each student listed in our underperforming subgroups during their social studies class to make them aware of their current level and give each student a realistic goal to achieve by FAST PM 3.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

8th grade science, 6th grade ELA and CIVICS showed the greatest decline. These topics have dense reading components and our students are performing below average in reading.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

CIVICS showed the greatest gap compared to state average. Half of our students are performing below level in reading which contributes to the gap.

Which data component showed the most improvement? What new actions did your school take in this area?

Seventh and Eighth grade Math showed the greatest improvement. In 7th, we had an amazing back-to-basics teacher who worked to customize each child's learning experience. In 8th grade math, our accelerated students in 6th and 7th took the 8th grade test with wonderful success.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The greatest area of concern is retention and suspensions.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priority is to improve ELA outcomes for all students. This will have a trickle effect on improving CIVICS and SCIENCE scores. We are also highly concerned with improving discipline data and the number of students that do not earn their middle school credits on time.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Lincoln's Students with Disabilities, African-American Students and Economically Disadvantaged Students are underperforming in relation to all other sub-groups. These students may be a part of more than one underperforming sub group. These students require intensive remediation, scaffolding and supplemental supports to meet achievement targets and learning gains. While these students may be performing under grade level we must make sure these students are also receiving grade level instruction from teachers who have created positive relationships with their students while providing a safe classroom environment. Oftentimes, students are unaware of their progress towards promotion to high school. Administrators, teachers, and students. Even though students have access to their grades through the student information system, they do not regularly check their grades or know why they are failing. Some students are frequently absent from school and do not make up their assignments which lead to course failure.

Measurable Outcome:

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

Each ESSA subgroup (SWD, Black, FRL) will increase proficiency in ELA, Math, Science and Social Studies by 10% for overall achievement during the 2023-2024 school year.

Monitoring:

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

Quarterly Data chats with teachers to review student progress on FAST, CAPM (formerly AIMS) and other curriculum based assessments including the iReady Diagnostic Assessment. Students will monitor their own progress towards promotion to high school.

Person responsible for monitoring outcome:

Darin Jones (jonesdd@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In addition to high quality Tier 1 instruction in general education classes, underperforming students will receive intensive reading support designed to meet their individual learning needs. I-Ready is a science based instructional resource that helps students to learn and grow by accessing grade-level materials. Grounded in best-practice instructional design, these tools provide rigorous and motivating reading instruction and provides scaffold support that meets the needs of all students. Administrators, teachers, and students will monitor student progress quarterly. Teachers and students will monitor progress monthly. IXL math is also used to provide personalized support for students in math and provides comprehensive, standards-aligned content. Administrators, teachers, and students will monitor student progress quarterly. Teachers and students will monitor progress monthly.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

I-Ready is a science based reading intervention which is able to meet the needs of all students if completed with fidelity. Administrators and teachers are able to monitor student progress on a weekly/monthly basis.

Frequent progress monitoring allows teachers to make real-time instructional decisions. IXL math was chosen due to the material being standards-aligned. Administrators and teachers are able to monitor

student progress on a weekly/monthly basis. Frequent progress monitoring allows teachers to make real-time instructional decisions.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. In advance of the diagnostic assessment, students will set performance goals.

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

Print report cards for teachers for distribution and goal setting for students to monitor progression to high school.

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

By When: End of 2023-2024 school year

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)

By When: End of 2023-2024 school year

#2. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

A disproportionate number of African American students are being suspended from school compared to other subgroups.

Measurable Outcome:

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

Compared to the 2022 - 2023 school year, the number of suspensions will decrease by 10% by the end of the 2023-2024 school year.

Monitoring:

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

Suspension data will be reviewed monthly in the Student Services Department meeting. The team will implement MTSS processes to address needs for targeted students.

Person responsible for monitoring outcome:

Darin Jones (jonesdd@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Lincoln will implement the first two CORE Foundations: Caring Relationships and Clear Academic Goals as the main framework for improving school culture and climate. We will use the MTSS problem solving processes to address individual student needs. Positive Behavior Intervention and Supports will be implemented with fidelity during the 2023-2024 school year.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students that are suspended from school drop out with greater frequency than students that are not suspended from school.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Faculty and staff PBIS presentation.

Monthly Character Trait Implementation.

Weekly parent communication.

Weekly positive behavior recognition.

Quarterly positive behavior recognition field trips.

Bi-weekly PBIS team meetings.

Review of discipline data.

Review of student supervision procedures. (In what areas of the school are misbehaviors taking place.)

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

By When: By the end of the 2023-2024 school year

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Lincoln Middle School receives district support through a Literacy Specialist 1x/week. Other district support personnel are available upon request.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

na

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

na

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

na

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

na

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

na

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

na

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

na

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

na

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

na

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

| | | | |
|---------------|--------|---|---------------|
| 1 | III.B. | Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups | \$0.00 |
| 2 | III.B. | Area of Focus: Positive Culture and Environment: Early Warning System | \$0.00 |
| Total: | | | \$0.00 |

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes