

Lincoln Middle School

305 17TH ST E, Palmetto, FL 34221

www.manatee.k12.fl.us

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

83%

Alternative/ESE Center

No

Charter School

No

Minority

74%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	F	D	C

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	29
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	32
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	0

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Monitoring Only	4	Jim Browder
Former F	Turnaround Status	
Yes		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Lincoln Memorial Middle School is to Do Right!
The right things,
The right way,
Right now!

Provide the school's vision statement

Lincoln Middle School educators solicit the assistance of stakeholders (parents, and community partners) to assist the children toward becoming lifelong learners who are diverse, confident, and are able to apply learning experiences in authentic social, community, and global occurrences for the new millennium.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school learns about student cultures and builds relationships between students, teachers, parents, caregivers, guidance counselors and social workers through providing a safe environment with high expectations for learning. It is important for students to feel a measure of connectedness through fair treatment, having a voice, feeling a sense of closeness to staff and their peers. Moreover, students open portals to who they are as they take ownership of their learning and participate in school culture. Skilled educators understand that (particularly) at-risk students are resilient and therefore, are obligated to make a strategic shift from programs that respond to student deficits to environments that protect and nurture student strengths.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Lincoln Middle School creates an environment wherein students feel safe and respected during and after school through maintaining a strong focus on ensuring academic success for each student; a refusal to accept excuses for poor performance; a willingness to experiment with a variety of strategies; intensive and sustained efforts to involve parents and the community; an environment of mutual respect and collaboration; and a passion for continuous improvement and professional growth. Thus, for the hour before the academic day begins the "Zero or Jumpstart Hour" is provided for students who are in intensive reading and intensive math classes. Students have the opportunity to attend the intensive classes during the zero hour so that they can attend an elective class during the day. Students and parents confer and decide which elective as well as which intensive class students will choose. Conversely, for students who are not in the intensive classes, the option of participating in various morning clubs (chorus, drum line, FFA, Student Council, sports fitness, and mathletes) are a way of expressing gifts and talents. After school hours students are involved in the Boys and Girls Club of America, soccer practice, or the Christian Bible Club. Each organization is responsible for appropriate activities.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Lincoln Middle School has an explicit Discipline Matrix that allows for counseling, ISS, timeout, parent communication and SATOSS, and out of school suspension as intervention for behavioral concerns. Furthermore, the RTI team consists of the dean of students, nurse, reading coach, psychologist, sociologist, ESE instructor, administrators, and guidance counselor who strategize methods to resolve student concerns. Partnerships with community stakeholders allow for "out of the box" interventions to assist (at-risk) students in the redirection of appropriate behavior(s). Additionally, teachers are expected to implement a fair and consistent form of behavior management within their classroom. Finally, students and teachers are supported by administration in all areas of maintaining a classroom environment conducive for optimum instruction and learning.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Lincoln Middle School ensures the social-emotional needs of all students are met through the partnering with community leaders as mentors, support staff, psychologist, sociologist, SRO, guidance, parents, caregivers, and administration.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Lincoln Middle School's early warning system consists of the following procedures:

Students and parents are notified via the school's marquee and on Connect Ed of upcoming events such as Open House, 6th grade orientation, Back to school night, celebrations, and emergency situations.

There are no students who have an attendance rate of less than 93%. Parents and truancy officials are notified via phone call when student is 9 days truant. Students are placed in time out as a means to deter inappropriate behavior. In addition, (SATOSS) Student Alternative to Out of School Suspension is a strategy used to redirect inappropriate behavior. Pamela Sanders works with students to provide individual counseling related to making better behavior choices.

Data indicating weaknesses in the ELA/math area will be assessed by a team of teachers, RTI team, administration, and guidance counselors to design strategies to bring about academic success for individual and specific groups of students.

Students scoring level 1 on the statewide, standardized assessments in ELA/math will be monitored on a weekly basis through summative and formative evaluations. Students will be placed in intensive reading/math classes to include tutoring of weak areas. ATOSS is a strategy that assists the students with academic challenges through the Boys and Girl Club.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	0	0	0	
One or more suspensions	18	12	18	48
Course failure in ELA or Math	236	528	304	1068
Level 1 on statewide assessment	44	56	69	169
	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	18	12	18	48

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Lincoln employs the following intervention strategies to improve the academic performance of students identified by the early warning system:
Students who have been identified on the "D/F" failure list for ELA/math courses will be individually counseled regarding specific strategies, and explicit tutoring options to include the Zero/Jumpstart hour. Parents and caregivers will be counseled by guidance counselors, teachers, and the RTI team with strategies to assist children at home. Students will be monitored weekly with formative and summative assessments within the content area environment to identify and track individual strengths and weaknesses.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The Lincoln Middle School leadership team has developed a "Lincoln University" that will assist parents who want to provide academic and behavior support for their child. Quarterly content Literacy nights will be held to educate parents on strategies that support learning through academic and behavior modification. The three hour sessions (dates and times to be announced) will include workshops on CRISS/ Marzano/WICOR strategies, Goal setting, Conflict resolution, and the importance of parent involvement. Parents who complete the training workshops will have fees waived for CNA classes.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Lincoln Middle School builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement through merchandising of banner sales displayed on the fence bordering the school campus. Additionally, a vender marketing frozen ice to students after school provides 30% of sales; and purchases a banner for \$350.00 to be renewed annually to further advertise the product. Volunteers are solicited, either former staff members, parents or community leaders to participate in car washes to raise funds for FFA. Monthly SAC/PTO meetings are used to inform, educate, and engage parents and community in school activities. Local businesses and vendors work with school personnel to promote agricultural classes. Renaissance is a celebration recognizing students and teachers for accomplishments in the classroom. Donations are made by neighboring businesses and parents to aid the program. Parents are invited to share opinions related to decisions made regarding student fund raising etc.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Hundley, Eddie	Principal
Romeo, Michele	Assistant Principal
Shannon, Debora	Instructional Coach
Miranda, Francisco	Dean

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Administrators (Eddie Hundley, Principal and Michele Romeo, Assistant Principal): Provide a common vision for the use of data-based decision-making, ensures that the school-based team implements MTSS standards/benchmarks, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional learning to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Reading Coach/ELA Coach (Debora Shannon): Serves as Reading and ELA Coach/Parent Involvement Program/and Fair Testing coordinator of the leadership team. Provides support to teachers/students/parents in the capacity of a liaison between teams, teachers, administration, and district personnel.

Assists in the collection, analysis, and interpretation of academic and behavioral data. Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. Working with community to bring about cohesiveness through open communication, shared decision making, and business partnerships.

Student Services Personnel (Cindi Liles,): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Moreover, guidance

and counseling services are provided regarding social and personal concerns as well as providing academic scheduling for each student. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the school's and families who support the child's academic, emotional, behavioral, and social success.

Dean of Students(Francisco Miranda): Provides positive discipline strategies for students. Is responsible for the Do Right Minute which broadcasts after the morning announcements. This broadcast focuses on anti-bullying, d making positive academic and lifestyle choices that correlates with Lincoln Middle School's mission and vision statements. As a soccer coach, an extension of the school to the community is important for building and maintaining meaningful dialogue and rapport with interested stakeholders. He works with the leadership members to bring about safety to the students and staff through executing monthly drills (fire, tornado, lock down etc.)

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS/Rtl Team meets monthly or bi-weekly as needed to discuss data associated with students' needs

for academic and behavior support. The team discusses individual students, support systems in place and needed to ensure student academic and behavior success. As an integral part of the MTSS/Rtl Leadership

Team, the administrative team discusses, reviews, revises, and further develops the School Improvement

Plan. Upon revision of the plan, MTSS/Rtl team members will help facilitate professional development when

presenting processes and procedures aligned with the overall goal of MTSS/Rtl as related to the School

Improvement Plan.

In addition, the Rtl Leadership Team partners with other school teams (i.e. Literacy Leadership Team, Academic Teams, Administrative Team, etc.) to combine efforts of implementing goals and strategies to

promote student academic and behavioral success. It is worth noting that individuals on other teams (specifically team leaders) are consulting members to the MTSS/Rtl Leadership Team.

Title I, Part A

Title I funds will be used to provide remediation for Lincoln Middle's students to increase academic achievement. Funds will also be used for additional professional learning for teachers with regard school-wide

instructional focus, assessments, progress monitoring, curriculum and other best practices.

Title I, Part C- Migrant

Lincoln Middle offers a migrant homework help sessions before school each morning. Lincoln also offers

summer school enrichment for migrant students. Lincoln is provided with a Migrant Home-School Liaison who offers specific programs and resources for migrant students.

Title II

This is used to provide additional professional learning for teachers.

Title III

Lincoln is provided with a Home-School Liaison.

Title X- Homeless

The School District of Manatee County has a Project H.E.A.R.T. program and a District Social Worker. Project H.E.A.R.T. and the social worker's collective efforts provide services for homeless

students.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide tutoring and materials for the instruction of struggling students.

Violence Prevention Programs

Lincoln participates in an anti-Bullying program.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Elston Brown	Teacher
Eddie Hundley	Principal
Michelle Romeo	Principal

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

During September meeting of SAC members, there is a comprehensive review of the prior years' goals. During this review, it is determined if goals were met as well as if they should be continued during the current school.

Development of this school improvement plan

The SAC met at the end of the 2012-2013 year and discussed issues that they felt needed to be addressed for the 2013-2014 school year. Those concerns were put into the goals of the SIP plan for the 2013-2014 school year. The SIP will be presented to the SAC for approval for this year.

Preparation of the school's annual budget and plan

Information regarding allocated funds are shared with the SAC committee during first qtr. meetings. Plans for the intended use of funds such as title 1, remediation, etc. is shared with the committee with the opportunity for feedback, discussion, and modifications.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Funds to be used this year include headphones with built-in microphones for the Success Maker program for both math and reading remediation. Funds will also be use for food for parents at conference nights and parent workshops throughout the year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Hundley, Eddie	Principal
Romeo, Michele	Assistant Principal
Shannon, Debora	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team's major initiative this year will be addressing literacy needs through monthly professional learning. Administrative observation and teacher discussion indicate dual areas negatively impacting quality literacy instruction for students. Administrative observations indicate teachers' insufficient use of literacy strategies as the greatest challenge for teachers. The current year's goal is to address the need of literacy through presentations of specific research-based strategies that teachers can utilize within their classrooms. Moreover, a second initiative for the Literacy Leadership Team is addressing poor classroom management during instruction. The goal is to assist teachers in the implementation of best practices in order to develop behavior strategies most conducive for quality instruction and student success.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Lincoln Middle School's strategies for encouraging positive working relationships between teachers, including collaborative planning and instruction involve professional development in the Gradual Release Responsibility Model for lesson plan design. Teachers are encouraged to work with their peers through mentoring, inclusion and partnering in challenging academic situations. Moreover, teachers are involved in the decision making process regarding student strategies and the monitoring of data. Furthermore, teachers are instrumental in the emotional support of meeting the needs of students as they transition into the middle school arena.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Lincoln Middle School administration will hire to the school district's plan of recruiting highly-qualified applicants. Interview and consider only highly-qualified applicants. Pair new teachers with experienced teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Teachers are paired with veteran teachers of the same discipline that have demonstrated proficiency in the areas of instructional delivery, classroom management, as well as lesson plan design. Welcome Luncheon with administration, mentor and mentee; Classroom preparation - common board configurations; Weekly Q & A (mentor and mentee); Monthly Q & A (mentee and administrator); Monthly Faculty Meetings - whole group Q & A

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Lincoln Middle School ensures its core instructional programs and materials are aligned to Florida's standards through utilizing the adopted series/materials. Another program, Success Maker is an explicit literacy balanced program designed to improve reading/math skills on the computer and in explicit small group activities.

Data checks are completed weekly to monitor students successes and failures. Plato is a program that assists students (in credit recovery) to obtain specific skill knowledge necessary for becoming proficient in all areas of learning. All texts used are state adopted books approved by the district.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Lincoln Middle School uses data to provide and differentiate instruction to meet the diverse needs of students. Students will use strategies to increase understanding of concepts. Modified assignments/text may be summarized/paraphrased/ presented through power points/and audio systems to assist students having academic challenges while attaining proficient or advanced levels on state assessments. Tiered lessons are a part of successful lesson differentiation and essential understanding of unit concepts within the GRRM. Best Practices may also include graphic organizers, WICOR, Marzano and CRISS strategies as a part of the Best Practices used for successful instruction and planning.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 165

The before school program, Zero Hour/Jumpstart allows for students who are enrolled in intensive reading and intensive math classes to complete the course assignments before school. Students will be allowed to join clubs during the Zero Hour/Jumpstart which allows students to express their talents in various areas such as sports, choral singing, learning to play the drums, etc.

Strategy Rationale

The strategy rationale involves assisting children in becoming academically successful through explicit instruction using Best Practices presented through individual learning styles. Additionally, students will be allowed to take the academic class before school, thus, eliminating it during the regular instructional day. Students will then be allowed to have a class change to an elective during the previously scheduled intensive class.

Students are allowed to participate in (Enrichment) clubs before school. Due to schedule constraints and

the need to maintain a high level of academic excellence, students are allowed to take part in enrichment/clubs which allows individual students to have two electives during the academic school day. **There are no schedules changed in this component of the model.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Shannon, Debora, shannond@manateeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected through the Success Maker program. Results will be reviewed, and analyzed to determine instructional strategies necessary to bring about successful remediation of weak areas.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Lincoln Middle School employs the following means of support for students transitioning to middle school:

These are general statements however every child is different and some or all of these steps may be implemented individually or collectively.

..Help students form a realistic expectations of what middle school will be like;

- Provide a positive and successful first impression;
- Respond to the needs and concerns of students;
- Support school-initiated family and community partnerships;
- Demonstrate an inviting and supportive and safe environment;

- Have multi-faceted guidance and support structures;
- Build a sense of community by supporting meaningful relationships and learning; and
- Ensure a successful introduction to the middle school experience.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

School-Wide AVID strategies designed to assist students with study skills necessary to be successful in high school and post secondary schooling. College mentors are provided for AVID students in addition to University banners, pennants, and certificates in the hallways and in front of each classroom.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

The School has an AVID program (Advancement Via Individual Determination) that promotes the idea of college in the middle school years. Students are required to take at least one advanced class with an AVID elective for academic support.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Lincoln currently offers Career and technical elective programs including but not limited to those that lead to possible industry certification. These offerings also serve as high interest options for our students and potential students to help stabilize enrollment.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Lincoln Middle School will continue to offer AP classes in all content areas in order to present challenging academic experiences for students and preparation for high school. Students will be required to use Best Practices as a part of using strategies to enhance learning.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Decrease the amount of instruction time that students miss due to office discipline referrals by 30%

- G2.** Increase parent involvement and participation in school activities

- G3.** Maintain writing proficiency for 8th grade students in comparison to 2013/2014 proficiency levels

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Decrease the amount of instruction time that students miss due to office discipline referrals by 30% 1a

G045529

Targets Supported 1b

Indicator	Annual Target
	30.0

Resources Available to Support the Goal 2

- using the alternative to suspension program that is funded through the Jewish Center. The program will be called SATOSS (safe alternative to out of school suspension)
- Continued use of our PBS system (positive behavior system)

Targeted Barriers to Achieving the Goal 3

- Students missing work while they are in ISS (in school suspension)
- Same group of students frequently being suspended
- Parents coming into school to sign students up for the SATOSS program

Plan to Monitor Progress Toward G1. 8

Data chats on student discipline issues and increase/decrease in number of ISS/OSS occurrences.

Person Responsible

Francisco Miranda

Schedule

Monthly, from 9/8/2014 to 5/25/2015

Evidence of Completion

Student Data reports

Plan to Monitor Progress Toward G1. 8

Person Responsible

Eddie Hundley

Schedule

Evidence of Completion

G2. Increase parent involvement and participation in school activities 1a

G045530

Targets Supported 1b

Indicator	Annual Target
	10.0

Resources Available to Support the Goal 2

- We will be having parent workshops on the 3rd Thursday of every month. Topics include: Organization, Communication, Being a Leader, Building Confidence, Goal Setting, Involvement, Conflict Resolution, Making Good Choices, and Transitioning to the next Level. We will also be incorporating Progress Report and Report card pick-up within these meeting. Food and childcare will also be provided at the parent workshops. We will also try to have parent night at some of the local restaurants near the school.

Targeted Barriers to Achieving the Goal 3

- Parents working and unable to attend functions

Plan to Monitor Progress Toward G2. 8

Collect data from meetings to determine effectiveness

Person Responsible

Debora Shannon

Schedule

On 5/22/2015

Evidence of Completion

parent questionnaire and sign in sheets

G3. Maintain writing proficiency for 8th grade students in comparison to 2013/2014 proficiency levels 1a

G045531

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	65.0

Resources Available to Support the Goal 2

- Provide staff development for teachers in writing across all content areas
- Provide software for students to get rapid feedback on writing practice.
- Writing strategies used in math classes
- AVID program

Targeted Barriers to Achieving the Goal 3

- Students do not get feedback of writing back in time for it to be meaningful

Plan to Monitor Progress Toward G3. 8

Monitor student writing proficiency by using quarterly writing assessments

Person Responsible

Michele Romeo

Schedule

Evidence of Completion

Data from quarterly assessments

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Decrease the amount of instruction time that students miss due to office discipline referrals by 30% **1**

 G045529

G1.B1 Students missing work while they are in ISS (in school suspension) **2**

 B112413

G1.B1.S1 A calendar will be created for teachers that have students in ISS. Folders will then be sent out by students aides to collect work for students to complete while in ISS **4**

 S123807

Strategy Rationale

This is being done to minimize academic time lost due to time spent in ISS.

Action Step 1 **5**

Implementation of systems for tracking student enrollment in ISS as well as securing relevant work for those serving.

Person Responsible

Schedule

Annually, from 9/1/2014 to 6/22/2015

Evidence of Completion

- Decreased number of students receiving in-school suspension. - Decreased number of students with repeat offenders - Decrease in number of missing assignments resulting from time spent in ISS

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G1.B2 Same group of students frequently being suspended 2

 B112414

G1.B2.S1 Have SATOSS coordinator meet with students that frequently are suspended and enroll them in SATOSS program. Once enrolled, coordinator will meet with students on a regular basis and work with them on making better life choices. 4

 S123808

Strategy Rationale

Action Step 1 5

Identify students that are frequent offenders and contact parents to enroll them in the SATOSS program

Person Responsible

Schedule

Evidence of Completion

Report of students enrolled in SATOSS program

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Ongoing communication between administration, parent liaisons and SATOSS coordinator.

Person Responsible

Schedule

Evidence of Completion

Data reports, meeting notes and agendas

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Have daily meetings/counseling sessions with students enrolled in SATOSS program

Person Responsible

Schedule

Evidence of Completion

STudent data of OSS incidents

G2. Increase parent involvement and participation in school activities 1

G045530

G2.B1 Parents working and unable to attend functions 2

B112416

G2.B1.S1 Creating parent workshops on the 3rd Thursday of every month. Some of these workshops will coincide with progress reports and report cards. We will organize a conference night on these days and have parents come in and pick up students progress reports and have meetings with teachers 4

S123809

Strategy Rationale

Action Step 1 5

Create parent workshop schedule

Person Responsible

Schedule

Evidence of Completion

Schedule of Events

Action Step 2 5

create conference night schedule and set up and organize food for parents

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Schedule parent workshops and do parent call-outs to inform parents of upcoming event

Person Responsible

Schedule

Evidence of Completion

Parent call-out log, Parent sign-in sheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

set-up parent notification system, create sign-in sheets for parents

Person Responsible

Schedule


Evidence of Completion

Parent call log and sign in sheets

G3. Maintain writing proficiency for 8th grade students in comparison to 2013/2014 proficiency levels **1**

 G045531

G3.B3 Students do not get feedback of writing back in time for it to be meaningful **2**

 B112422

G3.B3.S1 LA, Social Studies, and Science teachers will use a program called "Write to Learn" that will give rapid feedback of student writing works. **4**

 S123810

Strategy Rationale

Action Step 1 **5**

8th grade LA, Social Studies, and Science teachers will schedule time in the computer lab to utilize the "Write to Learn" program. Students will have opportunities to write and revise their essays based on Florida Writes style prompts.

Person Responsible

Schedule

Evidence of Completion

Computer lab usage calendar, data reports and student artifacts from "Write to Learn"

Action Step 2 **5**

Attend Writing workshop that includes instruction on how to use computer program that gives rapid feedback to student work. Teachers will then come back and train additional teachers at school site

Person Responsible

Schedule

Evidence of Completion

Teachers attend district training and return to site and train teachers.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Student essays and data from writing

Person Responsible

Schedule

Evidence of Completion

Data reports from Write to Learn and Quarterly writing assessments

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Give quarterly writing assessments

Person Responsible

Schedule

Evidence of Completion

Data results from quarterly assessments

G3.B3.S7 Increase opportunities for short writing with teacher feedback and student revision 4

 S123816

Strategy Rationale

Action Step 1 5

Professional Development on writing in the content areas and creating a writing rubric based on Common Core standards

Person Responsible

Debora Shannon

Schedule

Evidence of Completion

PD agenda, teacher sign-in sheet, teacher designed content writing rubric/ student samples

Plan to Monitor Fidelity of Implementation of G3.B3.S7 6

Student short writings in content area classes

Person Responsible

Schedule

Evidence of Completion

Student work artifacts

Plan to Monitor Effectiveness of Implementation of G3.B3.S7 7

Student short writings in content area classes

Person Responsible

Schedule

Evidence of Completion

Write to Learn Data, student writing artifacts

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Implementation of systems for tracking student enrollment in ISS as well as securing relevant work for those serving.		9/1/2014	- Decreased number of students receiving in-school suspension. - Decreased number of students with repeat offenders - Decrease in number of missing assignments resulting from time spent in ISS	6/22/2015 annually
G1.B2.S1.A1	Identify students that are frequent offenders and contact parents to enroll them in the SATOSS program		Report of students enrolled in SATOSS program	once	
G2.B1.S1.A1	Create parent workshop schedule		Schedule of Events	once	
G3.B3.S1.A1	8th grade LA, Social Studies, and Science teachers will schedule time in the computer lab to utilize the "Write to Learn" program. Students will have opportunities to write and revise their essays based on Florida Writes style prompts.		Computer lab usage calendar, data reports and student artifacts from	once	

Manatee - 0491 - Lincoln Middle School - 2014-15 SIP
Lincoln Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			"Write to Learn"		
G3.B3.S7.A1	Professional Development on writing in the content areas and creating a writing rubric based on Common Core standards	Shannon, Debora	PD agenda, teacher sign-in sheet, teacher designed content writing rubric/ student samples	one-time	
G2.B1.S1.A2	create conference night schedule and set up and organize food for parents			once	
G3.B3.S1.A2	Attend Writing workshop that includes instruction on how to use computer program that gives rapid feedback to student work. Teachers will then come back and train additional teachers at school site		Teachers attend district training and return to site and train teachers.	once	
G1.MA1	Data chats on student discipline issues and increase/decrease in number of ISS/OSS occurrences.	Miranda, Francisco	9/8/2014	Student Data reports	5/25/2015 monthly
G1.MA2	[no content entered]	Hundley, Eddie	9/8/2014		one-time
G1.B1.S1.MA1	[no content entered]			once	
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	Have daily meetings/counseling sessions with students enrolled in SATOSS program		STudent data of OSS incidents	once	
G1.B2.S1.MA1	Ongoing communication between administration, parent liaisons and SATOSS coordinator.		Data reports, meeting notes and agendas	once	
G2.MA1	Collect data from meetings to determine effectiveness	Shannon, Debora	11/20/2014	parent questionnaire and sign in sheets	5/22/2015 one-time
G2.B1.S1.MA1	set-up parent notification system, create sign-in sheets for parents		Parent call log and sign in sheets	once	
G2.B1.S1.MA1	Schedule parent workshops and do parent call-outs to inform parents of upcoming event		Parent call-out log, Parent sign-in sheets	once	
G3.MA1	Monitor student writing proficiency by using quarterly writing assessments	Romeo, Michele	9/8/2014	Data from quarterly assessments	annually
G3.B3.S1.MA1	Give quarterly writing assessments		Data results from quarterly assessments	once	
G3.B3.S1.MA1	Student essays and data from writing		Data reports from Write to Learn and Quarterly writing assessments	once	
G3.B3.S7.MA1	Student short writings in content area classes		Write to Learn Data, student writing artifacts	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S7.MA1	Student short writings in content area classes		Student work artifacts	once	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G3. Maintain writing proficiency for 8th grade students in comparison to 2013/2014 proficiency levels

G3.B3 Students do not get feedback of writing back in time for it to be meaningful

G3.B3.S1 LA, Social Studies, and Science teachers will use a program called "Write to Learn" that will give rapid feedback of student writing works.

PD Opportunity 1

Attend Writing workshop that includes instruction on how to use computer program that gives rapid feedback to student work. Teachers will then come back and train additional teachers at school site

Facilitator

Erica Bruton and Kelly Woodland

Participants

LA department head/LA teachers, social studies teachers

Schedule

G3.B3.S7 Increase opportunities for short writing with teacher feedback and student revision

PD Opportunity 1

Professional Development on writing in the content areas and creating a writing rubric based on Common Core standards

Facilitator

Debora Shannon/Kelli Woodland

Participants

All content area teachers

Schedule