FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: LINCOLN MIDDLE SCHOOL	District Name: ALACHUA
Principal: DON LEWIS	Superintendent: DAN W. BOYD
SAC Chair: JILLIAN GEIS	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	DONALD S. LEWIS	SPECIALIST IN ED	9	30	Lincoln was an A school for the 2011-2012 school year with a total point score 645. Lincoln was a B school for the 2009-2010 school year even though the total point score was 525. Prior to the 2009-2010 school year, Lincoln was an A school every year that Mr. Lewis has been principal. Before his assignment at Lincoln, he was the Director of Secondary Education for nine years.

					His responsibilities included providing leadership for all 47 schools and centers in addition to 15 charter schools. During this time Mr. Lewis guided district staff in providing technical assistance to an "F" school which raised its grade to and "A" the following year and four "D" schools that also raised their grades to a "C" or a "B".
Assistant Principal	MALLORY K. BECKER	DOCTOR OF PHYLOSOPHY	0	6	Principal at Aviva High School 1999-2005 in Hollywood, California. This was a non-public school for 6th-12th grade students who were receiving Special Education services. The goal was to help students catch up on their academic credits and acquire the social emotional skills to be successful in the public school setting.
Assistant Principal	LAWSON BROWN JR.	SPECIALIST IN ED	4	5	Asst. Principal at Metcalfe Elementary School 2007-2008. An F-school the previous year earned A grade the following year. Has been one of the assistant principals at Lincoln for the past four years and has helped Lincoln earn A status three of the past four years falling to a B only once. Played a key role in implementing the Continuous Improvement Monitoring plan.

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Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Gail Billingsly			2	Teacher in classroom for 34 years. Literacy coach for 2 years. Read 180 Coach for one year, and taught Read 180 for 6 years.

Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date
1. Regular observations and informal meetings with assigned administrator	Principal, Assistant Principals	June 2013
2. Meet with teacher coaches	Coach as assigned	June 2013
3. New Teacher Induction Program	District Staff Development	June 2013
4. Participate in Professional Learning Communities, Lesson Study	Principal, Assistant Principals	June 2013

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1. Chiu, Chu-Chuan (Course: Chinese)	Teacher is currently working on graduate degree while teaching. Professional development provided.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
39	3	13	11	14	15		6		

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Team Leaders and Department Chairpersons	All New Teachers	To provide guidance within assigned team and department.	Team leaders and department chairpersons take on mentoring roles by providing leadership to their teams and departments through academic discussions, planning, and organizational activities.

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Stella Ardusa	Walker, Hillary Tanner, Cindy	District Assigned	All New teachers go through the district's Beginning Teachers Orientation Program and receive the appropriate types of assistance and evaluation. Activities related to the program include monthly cohort meetings, weekly meetings with mentor, and observations by mentor teacher.
Administration	All New teachers	To support and engage teachers in the reflective process.	Observations will be done by all administrators. The principal will provide evaluations for all beginning teachers. All administrators conduct classroom walkthroughs.

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Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Donald Lewis (Principal), Mallory Becker (AP), Lawson Brown Jr. (AP), Tammy Burgard (Counselor), Kay Martin (Counselor), Jeff Wilson (Dean), Wanza Wakeley (Dean), Liz Coleman-Hayes (Teacher), Leroy Williams (Teacher), Donna Reid (Teacher)
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The Lincoln MTSS leadership meets regularly to identify and address intervention needs with individual students, grade levels and also school-wide. Our Students Services Team, Program Improvement Council and Positive Behavior Support Team help to identify our intervention needs and resources. The school based MTSS team will become "trainers " and "coaches" for the school staff and will be responsible for school-wide implementation of RTI.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? Once the MTSS team identifies needed interventions, the school improvement plan is constructed based upon those needs. The data collected by our Student Services Team and our PBS team is used to create specific objectives and goals.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. To manage the RTI academic data, we use Infinite Campus data management system. All three tiers of students take the On-Track (Math and Science). Our Major Program (Non-magnet mainstream and ESE students) take FAIR tests (Reading) and all students keep a portfolio of writing samples. FCAT scores are also used as indicators of achievement. If a student is identified as needing more intense interventions, they can be referred to one of our more intense classes where additional data such as reading lexile and fluency levels are tracked more frequently. All the teachers also keep records of their benchmark tests that are given according to the pacing guide that can be used as a progress monitoring tool. To manage behavior data we use the Infinite Campus data management system. Infinite Campus is used initially to identify the students in need of receiving more intense services than what our tier one Positive Behavior Support (PBS) system can provide. This is usually due to a large amount of behavior referrals or suspensions. These students are monitored by the Deans and Student Services Team. The SST meets weekly to discuss individual students, develop interventions, and identify the personnel who will be responsible for following up and executing the intervention. The grade level team also meets to discuss students, attend Educational Planning Team meetings, and determine other ways to support students.
Describe the plan to train staff on MTSS. Lincoln's MTSS training include RTI and differentiated instruction training. Training will be ongoing throughout the school year. Teachers will work closely with the administration, PLC and grade level teams to discuss and implement interventions.

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Kagan training will also be part of our MTSS/RTI process. We offer Kagan support all year long as all returning teachers have had some KAGAN training and support in the past and new teachers will be provided with introduction to Kagan strategies. Teachers will identify two strategies that they use as strategies for intervention in the RTI process. The Kagan strategies promote engagement and cooperative learning, which enhances comprehension and leads to a cohesive and enriching learning environment.

PBS (Positive Behavior Support) will be a resource for RTI. As we approach our third year of PBS, we are continually training new staff and refreshing returning staff. We have a PBS team consisting of the following members: Donald Lewis (Principal), Mallory Becker (AP), Lawson Brown Jr. (AP), Tammy Burgard (Counselor and PBS Chairperson), Kay Martin (Counselor), Jeff Wilson (Dean), Wanza Wakeley (Dean), Liz Coleman-Hayes (Teacher), Leroy Williams (Teacher), and Donna Reid (Teacher). Our PBS team has been meeting once a month. The team is responsible for encouraging teachers to implement PBS and increase positive interactions with students.

Describe the plan to support MTSS.

Lincoln administration and leadership team will provide all teams professional development days and support in addressing diverse student needs. The administration encourages teachers and teams to consider ways that they can address meeting all the need of our students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Donald Lewis (Principal), Mallory Becker (AP), Lawson Brown Jr. (AP), Janet Shaw (Site-Tech), Donna Reid (Reading Chair and Teacher), Cheryl Thorn (Reading Teacher), Jessica Mills (ESE Department Chair), Lorin Flowler (Team Representative)
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The team meets regularly to discuss areas of literacy weaknesses and concerns in order to develop literacy-based interventions to increase student performance. The goal is to create a literacy-rich environment for all students. The team was formed several years ago, and has been the source of many positive changes here at Lincoln. Through literacy, students from both the Major Program and our Lyceum Program have been able to work together on literacy-based projects and presentations. We will continue to hold poetry readings, poster contests, book presentations, and bring in local authors to share stories with our students.
What will be the major initiatives of the LLT this year? The major focus this year is to continue emphasis on writing in our literacy plan. We are using a supplemental writing program called "WOW! I'm a Writer".   The author trained our language arts teachers last summer and the teachers will implement the program throughout the year, showing documentation in their lesson plans, along with their regular curriculum. The team will also be working with teachers, students, parents, and the district literacy coach to involve all stakeholders in a collaborative effort to raise student achievement. Our Family Literacy Nights will be one avenue we will use to accomplish this goal. Through these Literacy Nights, we will involve the entire community in working towards a literacy-rich environment at Lincoln Middle School.

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Public School Choice

- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

*Grades 6-12 Only Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

1) Every teacher will be incorporating specific strategies into their curriculum (DOK) to help with reading comprehension.

2) There will be a subject-specific goal on their Professional Development Plan for every teacher at Lincoln, which will incorporate reading strategies.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1A: **In 2013 at least 70% of students will meet high standards in reading.**	2012 Current Level of Performance:* *In grades 6-8, 14% (91) of (631) students achieved level 3 mastery on the 2012 administration of the FCAT Reading Test.*	2013 Expected Level of Performance:* *In grades 6-8, 25% of the students will achieve level 3 mastery for reading on the 2013 FCAT Reading Test.*	*1A.1. The complexity level of the FCAT 2.0 has increased. Lack of differentiated reading curriculum for our higher achieving Lyceum Program students and average performing Major Program students.*	*1A.1. Include Webb's Depth of Knowledge questions and tasks in lesson plans. Expose students to more complex informational texts in all content area classes. Use of lesson study in advanced, regular and ESE classes.*	*1A.1. Principal, Assistant Principals, and Reading Department Chairperson*	*1A.1. Walkthroughs and Weekly lesson plan reviews Review FAIR data, mini Assessment data, and FCAT test results.*	*1A.1. Classroom Walkthroughs, FAIR, and FCIM Mini-Assessments*

			1A.2. The district pacing calendar has historically moved at a faster pace than our students' readiness. Low motivation and low engagement for our main stream students.	*1A.2.Implement the new district-created curriculum maps that allow teachers more flexibility in meeting the needs of their students. A variety of cooperative learning activities will be used to promote engagement. These include DOK, Kagan, and Marzano strategies.*
				   DOK (Depth of Knowledge) is the degree of depth or complexity of knowledge standards and assessments require; this criterion is met if the assessment is as demanding cognitively as the expectations standards are set for students.
				   Kagan strategies produce positive results and are used throughout Alachua County. Teachers, schools, and districts now
					1A.2. Administration, Classroom Teachers, Department Chairs	*1A.2. Walkthroughs and Weekly lesson plan reviews. Review FAIR assessment data and Teacher interviews.*	*1A.2. Classroom Walkthroughs and Lesson Plan Review. Review FAIR assessment data. District Appraisal instrument.*

				use Kagan Structures to increase academic achievement, improve ethnic relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues. *Marzano strategies: We will have a faculty-wide book study on the basic 9 Marzano strategies. Researchers at Mid-continent Research for Education and Learning (McREL) have identified nine instructional, curriculum-based strategies that are most likely to improve student achievement across all content areas and across all grade levels.*			

1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1. Many of the higher academic courses are not designed to focus on FCAT middle grade benchmarks in Reading. Limited time to teach explicit reading skills.	1B.1. Through professional development and work with our district literacy coach our teachers will identify specific reading strategies to use with content area reading.	1B.1. Administrators, Classroom Teachers, Reading Support Staff.	1B.1. Teacher grade reports, Review and analyze FCAT test data. Interviews with Teachers, and regularly monitor lesson plans.	1B.1. Teachers lesson plans, District Appraisal instrument,
Reading Goal #1B: *To increase the percent of students who read at a reading level of 4 or 5 by 10 percent.*	2012 Current Level of Performance:* *0% of the students achieved Level 4 or above.*	2013 Expected Level of Performance:* *0% of the students who take the FAA will read at Level 4 or above.*					
			1B.2. These Students are not challenged in ways that promote higher performance in Reading.	1B.2. Lincoln provides a number of academic related after-school clubs. Many of these clubs require students to maintain a high GPA, in the curriculum that the club represents.	1B.2. Academic Clubs Spanish Club: C. Garcia French Club: R. Daignault Book Club C. Thorn Future Educators of America: L. Coleman-Hayes Spelling Bee: J. Geis	1B.2. Review meeting minutes, Book logs, Outcome of district and state competitions.	1B.2. District and state competitions. Reading logs.
			1B.3.	1B.3.	1B.3.	1B.3.	1B3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading. Reading Goal #2A: **In 2013 increase the number of students who score at or above Level 4 in Reading by 5%.**	2012 Current Level of Performance:* *46% of Lincoln students achieved above proficiency in Reading (293) students our of (631) students.*	2013 Expected Level of Performance:* *In grades 6-8, 51% (355)of the 696 students will earn a level 4 or 5 on the 2013 FCAT Reading Test.*	2A.1. *Providing rigorous coursework needed to challenge students at this level.* *Many higher academic courses do not explicitly teach reading skills.*	2A.1. *23 advance placement courses will be offered and these courses will provide rigor to increase the students' skills and knowledge. Through professional development and work with our district literacy coach, our teachers will be given specific reading strategies to use with content area reading.*	2A.1. *Assistant Principal, Reading Coach, Department Chairs Classroom teachers, Administrators, Reading Coach*	2A.1. *FAIR Testing, Classroom teachers, Administrators, Reading Coach*	2A.1. *FCAT results, teacher recommendation, and other assessments results that demonstrate consistent proficiency and mastery Teacher lesson plans, FAIR testing data, mini-assessment data, CWT data collection tool, District Appraisal instruments.*
			2A.2. *Providing effective professional development for teachers of high achieving students* *Students are not challenged in a way that promotes higher performance in reading.*	2A.2. *School-wide and department professional development on Webb's Depth of Knowledge Questioning & Tasks, and continuous training through College Board. Lincoln provides a number of academic related after-school clubs. Each one of these clubs requires students maintain a high GPA, and curriculum studied taught and studied in class. Many clubs and teams participate in state and district-wide competitions, challenging students to stretch their knowledge base.*	2A.2. *Assistant Principal, Reading Coach, Department Chairs Academic Clubs Spanish Club: Carla Garcia* *French Club: Rachel Daignault* *Book Club: Cheryl Thorn* *Future Educators of America: Liz Coleman-Hayes* *Spelling Bee: Kay Patterson*	2A.2. *FAIR Testing, Review meeting minutes, Book logs, Outcome of district and state competitions*	2A.2. *Teacher Lesson Plans, Classroom Walkthroughs* *District and State competitions, book logs*
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading. Reading Goal #2B: *In 2013 100% of students will achieve Level 7 on FAA*	2012 Current Level of Performance:* *100% (3) of (3) students achieved Level 7 performance on FAA.*	2013 Expected Level of Performance:* *100% of students who take FAA will achieve Level 7*	2B.1. Many of the ESE courses are not designed to focus on FCAT middle grade benchmarks in Reading. The focus is on identifying and addressing individual student reading limitations. Limited time to teach explicit reading skills.	2B.1 Through professional development and work with our district literacy coach, our teachers will identify specific reading strategies to use with content area reading.	2B.1. Administrators, Classroom Teachers, Reading Support Staff.	2B.1. Teacher grade reports, Review and analyze FCAT test data. Interviews with Teachers, and regularly monitor lesson plans.	2B.1. Teachers lesson plans, District Appraisal instrument,

		2B.2. These Students are not challenged in ways that promote higher performance in Reading.	2B.2. Lincoln provides a number of academic related after-school clubs. Many of these clubs require students to maintain a high GPA, in the curriculum that the club represents.	2B.2. Academic Clubs Spanish Club: C. Garcia French Club: R. Daignault Book Club C. Thorn Future Educators of America: L. Coleman-Hayes Spelling Bee: J. Geis	2B.2. Review meeting minutes, Book logs, Outcome of district and state competitions.	2B.2. District and state competitions. Reading logs.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3A: **To increase the percentage of students making learning gains on FCAT reading by 10%.**	2012 Current Level of Performance:* *68% (413) of (610)students made learning gains on FCAT 2.0*	2013 Expected Level of Performance:* *80% (557) of (696) students will make learning gains.*	3A.1. Student comprehension is hindered by the limited vocabulary acquisition. The curriculum pacing guide designed to cover the required standards and benchmarks were taught within the allotted time frame prior to FCAT.	*School-wide SAT word of the day.* *School-wide implementation of direct vocabulary instruction.* *The district pacing guide will be used by all teachers, with remediation and intensive instruction being provided to those students who show deficiencies on certain standards.* *Lesson Studies – Teachers will work in teams to examine effectiveness of lessons*	*Assistant Principal, Reading Coach, Department* Classroom Teachers, Administrators, Literacy Coach Chairs	*FAIR Testing, FCIM Mini-Assessments* *Review FAIR test data, Mini-Assessment data, FCAT test results, Classroom observation data, and teacher interviews with regular monitoring of lesson plans*	*Classroom Walkthroughs, Teacher Lesson Plans.* *Teacher lesson plans, Administrative informal observations and data chats, FCAT data, District Appraisal instruments, FAIR test data*

			3A.2. *Lack of training in differentiated instruction*
			Lack of engagement in class
				3A.2. *Provide training with follow-up of a variety of research-based instructional strategies such as Kagan Strategies for Secondary Learners, CRISS, Gradual Release of Responsibility Model etc.*
				
				A variety of cooperative learning activities will be used to promote engagement. These include DOK, Kagan, and Marzano strategies.
				    DOK (Depth of Knowledge) is the degree of depth or complexity of knowledge standards and assessments require; this criterion is met if the assessment is as demanding cognitively as the expectations standards are set for students.
				    Kagan strategies produce positive results and are used throughout Alachua County. Teachers, schools, and districts now use Kagan Structures to increase academic achievement, improve ethnic relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues.
				    Marzano strategies: School-wide book study - Researchers at
					3A.2. Assistant Principal, Reading Coach, Department Chairs, Classroom Teachers, Literacy Coach	3A.2. FAIR Testing, FCIM Mini-Assessments	3A.2. Classroom Walkthroughs, Teacher Lesson Plans, PDP Documentation, Data Chats

			Mid-continent Research for Education and Learning (McREL) have identified nine instructional, curriculum-based strategies that are most likely to improve student achievement across all content areas and across all grade levels.		
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.

3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			2B.1. Many of the ESE courses are not designed to focus on FCAT middle grade benchmarks in Reading. The focus is on identifying and addressing individual student reading limitations. Limited time to teach explicit reading skills.	2B.1 Through professional development and work with our district literacy coach, our teachers will identify specific reading strategies to use with content area reading.	2B.1. Administrators, Classroom Teachers, Reading Support Staff.	2B.1. Teacher grade reports, Review and analyze FCAT test data. Interviews with Teachers, and regularly monitor lesson plans.	2B.1. Teachers lesson plans, District Appraisal instrument,
Reading Goal #3B: Increase the percent of students who make learning gains by 60% or greater.	2012 Current Level of Performance:* *0% (0) of (2) student made learning gains on the FAA*	2013 Expected Level of Performance:* *60% of students taking FAA will make learning gains*					
			2B.2. These Students are not challenged in ways that promote higher performance in Reading.	2B.2. Lincoln provides a number of academic related after-school clubs. Many of these clubs require students to maintain a high GPA, in the curriculum that the club represents.	2B.2. Academic Clubs Spanish Club: C. Garcia French Club: R. Daignault Book Club C. Thorn Future Educators of America: L. Coleman-Hayes Spelling Bee: J. Geis	2B.2. Review meeting minutes, Book logs, Outcome of district and state competitions.	2B.2. District and state competitions. Reading logs.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	*4A.1.* *Ineffective progress monitoring of student growth* The lower quartile students have a deficient reading skill set, which is evident from 2011 FCAT scores averaging below 50% in word phrases, main idea, comparisons, and reference and research.	*4A.1.* *Identify and closely monitor academic progress of students in the lowest quartile.* *Implement uniform progress monitoring assessments across grade levels and departments that are modeled after FCAT Reading 2.0 test items.* These students will be provided and intensive, double-block of reading. This will continue to be done through the READ 180 program. We now are using the new conversion program. READ 180 is comprised of the following: Whole-group instruction, small-group direct instruction, and use of the READ 180 software. Reading and writing skills practice is provided through READ 180 paperbacks and audio-books independently. Another intensive reading program, Bridges, will be used with our self-contained students. Teachers will attend district READ 180 workshops for training. They will also work with a READ 180 coach. 2) Teachers will use reading strategies that remediate targeted reading	*4A.1.* *Principal, Assistant Principal, Department Chairs* READ 180 Coach, Literacy Coach, Mentor Coach, Classroom Teachers, Administrators	*4A.1.* *eekly grade level and department meeting to discuss lowest quartile progress* Review FAIR test data, Mini-Assessments, FCAT test results, Classroom observation data, teacher interviews with regular monitoring of lesson plans	*4A.1.* *FCIM Mini-Assessments, Teacher Assessments* Lesson Plans, READ180 computer software, FAIR test, FCAT, and mini-assessment data, Administrative informal observations and data chats, District Appraisal instruments

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		standards in all content areas.			
Reading Goal #4A: **Increase the percentage of the lowest 25% of students making learning gains by 10% or greater**	2012 Current Level of Performance:* *In grades 6-8, **52% (81)** of (156) the students in lowest 25% made learning gains on the 2012 administration of the FCAT Reading Test.*	2013 Expected Level of Performance:* *In grades 6-8 **71% (123)** of (174) students in lowest 25% will make learning gains on the 2013 administration of the FCAT Reading Test.*			

		4A.2. Ineffective implementation of the RTI model to identify students with learning disabilities in a timely manner.
		
		The lack of planning time makes it difficult for teachers to find time to disaggregate and analyze data in order to identify student weaknesses and specific areas in need of improvement.
			4A.2. Provide school-wide training on RTI process, create an RTI team whose purpose is to identify students in need of interventions and to monitor progress of students in tier 2 and tier 3 interventions.
			The administration will provide teachers with more planning time to look at data. The administration will work with the teachers, training them how to disaggregate and interpret the data in order to create proper interventions.
			  Lincoln will also set up Professional Learning Communities. Teachers will work in integrated teams to collect and analyze student data, allowing the teachers to strategize and target specific students who need the highest amount of remediation.
			  Teachers will participate in lesson studies designed to improve instructional delivery.
				4A.2. Principal, Assistant Principal, Reading Coach, ESE teachers. Content teachers in intensive skills classes, RTI Team, Literacy Team	*4A.2. Monitor student progress of all students receiving supplemental instruction (Tier 2 instruction)*
					Regular review of Lesson Plans and Classroom observation data
						4A.2. FAIR and individual teacher assessments.
						
						 Lesson Plans, Administrative informal observations and data chats

4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4A.1. *Ineffective progress monitoring of student growth* The lower quartile students have a deficient reading skill set, which is evident from 2011 FCAT scores averaging below 50% in word phrases, main idea, comparisons, and reference and research.	4A.1. *Identify and closely monitor academic progress of students in the lowest quartile.* *Implement uniform progress monitoring assessments across grade levels and departments that are modeled after FCAT Reading 2.0 test items.* These students will be provided and intensive, double-block of reading. This will continue to be done through the READ 180 program. We now are using the new conversion program. READ 180 is comprised of the following: Whole-group instruction, small-group direct instruction, and use of the READ 180 software. Reading and writing skills practice is provided through READ 180 paperbacks and audio-books independently. Another intensive reading program, Bridges, will be used with our self-contained students. Teachers will attend district READ 180 workshops for training. They will also work with a READ 180 coach. 2) Teachers will use reading strategies that remediate targeted reading standards in all content areas.	4A.1. *Principal, Assistant Principal, Department Chairs* READ 180 Coach, Literacy Coach, Mentor Coach, Classroom Teachers, Administrators	4A.1. *Weekly grade level and department meeting to discuss lowest quartile progress* Review FAIR test data, Mini-Assessments, FCAT test results, Classroom observation data, teacher interviews with regular monitoring of lesson plans	4A.1. *FCIM Mini-Assessments, Teacher Assessments* Lesson Plans, READ180 computer software, FAIR test, FCAT, and mini-assessment data, Administrative informal observations and data chats, District Appraisal instruments	

Reading Goal #4B: Increase the percentage of the lowest 25% of students making learning gains by 10% or greater	2012 Current Level of Performance:* *All 3 students demonstrated learning gains.*	2013 Expected Level of Performance:* *In 2013, all students taking the FAA will demonstrate learning gains and increase their score by one level.*				
	4A.2.	4A.2. *Ineffective implementation of the RTI model to identify students with learning disabilities in a timely manner.*	4A.2. *Provide school-wide training on RTI process, create an RTI team whose purpose is to identify students in need of*	4A.2. *Principal, Assistant Principal, Reading Coach, ESE teachers. Content teachers in intensive skills classes, RTI*	4A.2. *Monitor student progress of all students receiving supplemental instruction (Tier 2 instruction)* *Regular review of Lesson*	4B.2. FAIR and individual teacher assessments. Lesson Plans, Administrative informal observations and data chats

		The lack of planning time makes it difficult for teachers to find time to disaggregate and analyze data in order to identify student weaknesses and specific areas in need of improvement.	*interventions and to monitor progress of students in tier 2 and tier 3 interventions.* The administration will provide teachers with more planning time to look at data. The administration will work with the teachers, training them how to disaggregate and interpret the data in order to create proper interventions. Lincoln will also set up Professional Learning Communities. Teachers will work in integrated teams to collect and analyze student data, allowing the teachers to strategize and target specific students who need the highest amount of remediation. Teachers will participate in lesson studies designed to improve instructional delivery.	*Team, Literacy Team*	*Plans and Classroom observation data*
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	**77.08% of the students will score a level 3 or higher in reading.**	79.16% of the students will score a level 3 or higher in reading.	81.24% of the students will score a level 3 or higher in reading.	83.32% of the students will score a level 3 or higher in reading.	85.4% of the students will score a level 3 or higher in reading.	87.48% of the students will score a level 3 or higher in reading.
Reading Goal #5A: All students will achieve a level 3 or higher on the FCAT reading.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**		5B.1. *Lack of direct and explicit instruction to deliver curriculum. Students have little motivation to succeed.*	5B.1 *Teachers will assist each other through lesson study modeling and debriefing.* *During their PLC, teachers will meet weekly in small learning community to discuss effective implementation of DI model.* *1) Teachers will keep students informed of their own progress and allow them to self-monitor their growth.* *2) PBS (Positive Behavior Support) is used to promote a positive learning environment at Lincoln and to provide motivation for students to learn. This is done through the use of in-class rewards, terrier tickets, team award assemblies, and fieldtrips.* *3) Our sports programs require students maintain a 2.0 GPA to participate.*	5B.1 *Assistant Principal* *Reading Coach* ESOL Reading Coach Classroom Teachers, Deans, PBS Coordinator, Counselors, Coaches, & Administrators	5B.1. *CWT – Evidence of DI model used daily* *Recorded minutes of PLC.* Review of lesson plans, review of Classroom observation data, review of student and teacher survey data	5B.1. *FCIM Mini Assessments* *FAIR results* *FAIR test data, Mini-Assessment data, Administrative informal observations and data chats, District Appraisal instruments, student and teacher surveys*	
Reading Goal #5B: **Increase proficiency among all ethnicity groups.**	2012 Current Level of Performance:* *Black 75% (232) of (310) Hispanic 15% (4)of (26) Asian American 2% (2)of (96) students did not make satisfactory progress.*						
	2013 Expected Level of Performance:* *Black 50% (58) Hispanic 40% (21) Asian American 70% (25)*						
		5B.2 *Inconsistent use of data to drive and/or differentiate instruction.* *Students need extra remediation*	5B.2 *Provide additional training on Small Group Instruction at the beginning of the school year. Use FAIR data to assist teachers in*	5B.2 *Assistant Principal* *Reading Coach*	5B.2 *Reflective feedback on the delivery of differentiated instruction.*	5B.2 *FAIR results* *FCIM Mini Assessments* *Teacher lesson plans, teacher*	

		and practice	*forming differentiated groups. Reading coach will assist teachers in the delivery of differentiated instructions.*	*Classroom Teachers, Volunteers (UF and Santa Fe), 21st Century teachers and Coordinator, Administrators*	*Regular review of lesson plans, Review of teacher and student survey data*	*and student surveys*
			Develop an instructional focus calendar to meet the needs of identified students.			
			Teachers will administer quarterly data chats with identified students.			
			Use the FCIM process to realign instruction according to the new data collected.			
			1) Mentoring and tutoring: Meeting for one-on-one mentoring, participating in the 21st Century program *2) The use of small-group instruction* *3) The use of differentiated curriculum.*			
		5B.3. Lack parental support	5B.3. To improve parental support, teachers will keep in close contact with parents via phone calls, e-mails, and notes home. Communication will be proactive. Teachers will have students use their planners to communicate with parents and give them notice of homework, tests, and project due dates. Lincoln has also opened parent portal so parents can keep a daily account of grades and missing assignments. Lincoln also has a school monthly school newsletter.	5B.3. Classroom Teachers, Administrators, PTA	5B.3. Review of Teacher and Parent Surveys, Review of classroom documentation of Tier 1 and 2 interventions	5B.3. Parent and teacher surveys, RTI forms/documentation

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1 *Teachers' inconsistent use of ESOL Instructional Strategies* *Few ESOL endorsed teachers*	5C.1 *Provide ESOL Instructional Strategies support throughout the year through coaching/modeling.* *Teachers who teach ESOL students will work towards the ESOL endorsement.*	5C.1 *Reading Coach* *Classroom Teachers, Administrators, Counselors and ESOL Committee*	5C.1 *Classroom Walk Throughs Reflective Feedback Lesson Plans* *ESOL certification added to teaching certificate*	5C.1. *CELLA FCAT FAIR* Teacher's Professional Certificate
Reading Goal #5C: **To increase the percentage of ELL students who are reading at or above proficiency in all subgroups by 10%.** **Any ELL students who enter Lincoln Middle School will make a 3 or higher in FCAT Reading**	2012 Current Level of Performance:* *100%(1)of the 1 student did not make satisfactory progress in reading*	2013 Expected Level of Performance:* *In 2013, 100% (1 student) will make satisfactory progress in reading.*	5C.2 *Inappropriate placement of ELL students.* *Parents may have limited English-speaking skills, and are therefore unable to provide quality help on work sent home with students.*	5C.2 *Use data to ensure ELL's are place in appropriate classes.* *Monitor schedule changes.* *Highly qualified or experienced teacher delivers Curriculum/instruction to ELL population.* *Teachers will provide extra support to ELL students in class in terms of one-on-one instruction and differentiated instruction. Work sent home will be of the appropriate level so it may be completed independently.*	5C.2 *Assistant Principal* *Reading Coach* *District ESOL Contact* *Guidance* *Classroom Teachers, Administrators, Counselors and ESOL Committee*	5C.2 *Administration and use of Reading Placement Chart/ESOL to schedule students.* *Regularly review lesson plans, review data collected from classroom observations*	5C.2 *Master schedule and student schedule* Lesson Plans, Administrative informal observations and data chats, District Appraisal instruments
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. *Lack of variety of research-based remediation activities used in the classroom.* *Lack of differentiated instruction with proper accommodations and*	5D.1. *Intensive Reading teachers develop detailed plans for RtI Tier 2 and Tier 3 interventions when students are not progressing.*	5D.1. *Administration, Dept. Chairs Reading Coach* ECE Clerk, Classroom Teachers, Guidance Counselors,	5D.1. *Lesson Plans Classroom Walkthroughs Lesson Study Meetings* Review data from lesson plans to check for differentiated	5D.1. *Lesson Plans FCIM Mini Assessments Strategies Log* Teacher lesson plans; Administrative informal
Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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				modifications according to IEPs and 504 plans.		Administrators	instruction based on accommodations and modifications
To increase the percentage of SWD who are reading at or above proficiency in all subgroups by 8%.	*In 2012, 84 % (76) of the 90 SWD did not make satisfactory progress in reading*	*In 2013, 28% (32) of the SWD will not make satisfactory progress in reading.*					
			5D.2 *Students' individual needs according to their various disabilities are not being met.* Students' Speech-Language Impairments	*5D.2* *All teachers will review their students' Individualized Education Plans (IEPs) and modify classroom instruction to be in compliance with district standards.* *General education teachers will participate in individual student IEP and provide feedback to the ESE support specialist in order to meet the needs of students.* Students will receive regular small-group or one-on-one Speech-Language therapy as required by their IEPs	*5D.2* *Assistant Principal* *Reading Coach* *Department Chair* *ESE Specialist* Speech Therapist, Administrators	*5D.2* *Regular IEP meeting attendance* *Lesson plan notations of accommodations for ESE students per their IEP* Review of report data provided by Speech therapist, Review FAIR testing data, Mini-Assessment data, and FCAT results	*5D.2* *FCAT Scores* *FCIM Mini-Assessments* *Teacher-created formative assessments* Speech therapy data reports, FAIR testing data, Mini-Assessment data, FCAT results
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: **To increase the percentage of ED students who are reading at or above proficiency in all subgroups by 8%.**	2012 Current Level of Performance:* *In 2012, 74% (228) of the (310) students who are Free and Reduced Lunch (ED) did not make satisfactory progress in reading.*	2013 Expected Level of Performance:* *In 2013, 29% (193) of the students who are Free and Reduced Lunch (Ed) will not make satisfactory progress in reading.*	5E.1 Lack consistent and productive attendance in school. Students come to school with few supplies and often do not participate in class.	5E.1. Review and follow school procedure for identifying truant students at the start of the school year. The school will supply students in need with backpacks and other basic school supplies. We also have a uniform closet for students needing clothing. Our PTA will also help locate supplies for our students.	5E.1. Assistant Principal Deans Guidance Administrators, PTA	5E.1. Attendance records Lower referral rates Data collected from student and teachers surveys; Data collected from supply list records	5E.1. FCIM Mini Assessments FAIR FCAT Student and Teacher surveys; Supply list records
			5E.2 Inconsistent classroom environment/management that is not conducive to teaching and learning. Students have little motivation to succeed	5E.2 Provide training at the beginning of the school year on RtI model. 1) Teachers will keep students informed of their own progress and allow them to self-monitor their growth. 2) PBS (Positive Behavior Support) is used to promote a positive learning environment at Lincoln and to provide motivation for students to learn. This is done through the use of in-class rewards, terrier tickets, team award assemblies, and fieldtrips. 3) Our sports programs require students maintain a 2.0 GPA to participate.	5E.2 Assistant Principal Guidance Classroom Teachers, Deans, PBS Coordinator, Counselors, Coaches, & Administrators	5E.2 Attendance records Lower referral rates PLC minutes that discuss identified students Review of lesson plans, review of Classroom observation data, review of student and teacher survey data	5E.2 FCIM Mini Assessments FAIR FCAT Teacher Lesson Plans, Classroom observation data collection tool, District Appraisal instruments, teacher and student surveys
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

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<table>
<tr><td colspan="7">**Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities**
Please note that each strategy does not require a professional development or PLC activity.</td></tr>
<tr>
<td>PD Content/Topic and/or PLC Focus</td>
<td>Grade Level/ Subject</td>
<td>PD Facilitator and/or PLC Leader</td>
<td>PD Participants (e.g., PLC, subject, grade level, or school-wide)</td>
<td>Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)</td>
<td>Strategy for Follow-up/Monitoring</td>
<td>Person or Position Responsible for Monitoring</td>
</tr>
<tr>
<td>*RtI Training RTI, Marzano*</td>
<td>*Grades 6-8, all subjects*</td>
<td>*(Assistant principals)*</td>
<td>*School-wide*</td>
<td>*Pre-Planning and throughout the school year*</td>
<td>*PLC & Literacy Leadership Meetings Monitor RTI logs, lesson plans, and assessment data, teacher e-mail responses*</td>
<td>*Donald Lewis (Principal) Mallory Becker (Assistant Principal), Lawson Brown, Jr. (assistant Principal)*</td>
</tr>
<tr>
<td>*Research-Based Instructional Strategies such as: CRISS, Kagan, Webb's DOK, Gradual Release, Small Group*</td>
<td>*6 - 8, All subjects*</td>
<td>*District Coaches, Administration*</td>
<td>*School-wide*</td>
<td>*Monthly Department Meetings*</td>
<td>*Classroom Walkthroughs, Review of lesson plans, Classroom observations*</td>
<td>*Donald Lewis (Principal) Mallory Becker (Assistant Principal), Lawson Brown, Jr. (assistant Principal), Reading Coach*</td>
</tr>
<tr>
<td>PBS (Positive Behavior Support</td>
<td>All grade levels, All subjects</td>
<td>Tammy Burgard (counselor), Phillip Kozlowski (Teacher)</td>
<td>School-Wide with a focus on Major Program teachers and students</td>
<td>The 3rd Wednesday of every month at 8:30am</td>
<td>1) Regular review of discipline reports
2) Weekly prize give-aways in cafeteria and on the news for student recognition</td>
<td>PBS team: Donald Lewis (Principal), Jeanne Clark (Assistant Principal), Lawson Brown, Jr. (Assistant Principal), Tammy Burgard (Guidance Counselor and PBS Chair) and Phillip Kozlowski (Teacher)</td>
</tr>
</table>

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Technology			
Strategy	Description of Resources	Funding Source	Amount
Teachers will have access to SMART Response to use with their classes	Interactive response device	Advanced Placement Monies	1200.00
ALL teachers will have a SMARTboard or Bright link in their classrooms.	Interactive web and writing board projector		
		Subtotal:	
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
1) Lincoln will establish Professional Learning Communities 2) Book Study 3) Kagan training 4) Lincoln will provide additional planning time for co-teach teachers. 5) Marzano book study	1) Teachers will be provided substitutes 2) Purchasing reading materials to facilitate PLC's, RTI, and analyzing reading data	CREATE / School	Unspecified
		Subtotal:	
Other			
Strategy	Description of Resources	Funding Source	Amount
Family Literacy Night	School and community-based speakers Book Fair Student readings Refreshments	PTA	Unspecified
		Subtotal:	
		Total:	

End of Reading Goals

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Middle School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1A: **In 2012, at least 80% of students will meet high standards in math.**	2012 Current Level of Performance:* *In 2012, 10% (63 out of 631 students who took the test) achieved level 3 proficiency in math.*	2013 Expected Level of Performance:* *In 2013, 20% of the students who take the test will achieve level 3 proficiency or higher in math.*	1A.1. Lack of differentiated mathematics curriculum for our higher achieving Major Program and average performing Lyceum students.	1A.1. Lincoln has established an Advanced Program for its Major Program students. The teachers of these classes will differentiate instruction to challenge these students and help them grow to their maximum academic potential.	1A.1. Classroom Teachers, Administrators	1A.1. Review On-Track testing data, review Mini Assessment data, teacher interviews and regular monitoring of lesson plans	1A.1. On-Track tests, Mini-Assessments, Administrative informal observations and data chats, District Appraisal instruments

			1A.2.
			Lack of engagement in class
				1A.2.
				
				A variety of cooperative learning activities will be used to promote engagement. These include DOK, Kagan, and Marzano strategies.
				    DOK (Depth of Knowledge) is the degree of depth or complexity of knowledge standards and assessments require; this criterion is met if the assessment is as demanding cognitively as the expectations standards are set for students.
				    Kagan strategies produce positive results and are used throughout Alachua County. Teachers, schools, and districts now use Kagan Structures to increase academic achievement, improve ethnic relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues.
				    Marzano strategies (book
					1A.2.
					
					Classroom Teachers, Administrators, Math Coach
						1A.2.
						
						Review On-Track testing data, review of mini-assessments, Classroom observations data, teacher interviews, and regular monitoring of lesson plans
							1A.2.
							
							On-Track tests, Mini-Assessments, Administrative informal observations and data chats, District Appraisal instruments

			study): Researchers at Mid-continent Research for Education and Learning (McREL) have identified nine instructional, curriculum-based strategies that are most likely to improve student achievement across all content areas and across all grade levels.			
			1A.3. Students are not consistently exposed to higher order questioning in mathematics	1A.3. 1) Teachers of the "Big Ideas" series will be given opportunities to attend higher-order questioning workshops with textbook consultants 2) Use of Depth of Knowledge strategies	1A.3. Math teachers, Administrators	1A.3. Regular review of lesson plans, review of Classroom Walkthrough data	1A.3. Teacher lesson plans, Administrative informal observations and data chats, District Appraisal instruments

1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.

Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Increase the percent of students by 10%	*0% (0) of (3) student scored at level 4 or above in mathematics.*	*Increase the percentage by 10%*	1A.1. Lack of differentiated mathematics curriculum for our students in ESE courses.	1A.1. The teachers of these ESE classes will differentiate instruction to challenge these students and help them grow to their maximum academic potential.	1A.1. Classroom Teachers, Administrators	1A.1. Review On-Track testing data, review Mini Assessment data, teacher interviews and regular monitoring of lesson plans	1A.1. On-Track tests, Mini-Assessments, Administrative informal observations and data chats, District Appraisal instruments
			1A.2. Lack of engagement in class	1A.2. A variety of cooperative learning activities will be used to promote engagement. These include DOK, Kagan, and Marzano strategies. **DOK (Depth of Knowledge)** is the degree of depth or complexity of knowledge standards and assessments require; this criterion is met if the assessment is as demanding cognitively as the expectations standards are set for students. **Kagan strategies** produce positive results and are used throughout Alachua County. Teachers, schools, and districts now use Kagan Structures to increase academic achievement, improve ethnic relations, enhance self-esteem, create a more harmonious	1A.2. Classroom Teachers, Administrators, Math Coach	1A.2. Review On-Track testing data, review of mini-assessments , Classroom observations data, teacher interviews, and regular monitoring of lesson plans	1A.2. On-Track tests, Mini-Assessments, Administrative informal observations and data chats, District Appraisal instruments

			classroom climate, reduce discipline problems, and develop students' social skills and character virtues. **Marzano strategies** (book study): Researchers at Mid-continent Research for Education and Learning (McREL) have identified nine instructional, curriculum-based strategies that are most likely to improve student achievement across all content areas and across all grade levels.			
		1A.3. Students are not consistently exposed to higher order questioning in mathematics	1A.3. 1) Teachers of the "Big Ideas" series will be given opportunities to attend higher-order questioning workshops with textbook consultants 2) Use of Depth of Knowledge strategies	1A.3. Math teachers, Administrators	1A.3. Regular review of lesson plans, review of Classroom Walkthrough data	1A.3. Teacher lesson plans, Administrative informal observations and data chats, District Appraisal instruments

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Students are not challenged in a way that promotes higher performance in mathematics.	2A.**1**. Lincoln provides a number of academic related after-school clubs. Each one of these clubs requires students maintain a high GPA, and study curriculum taught and studied in class. Many clubs and teams participate in state and district-wide competitions, challenging students to stretch their knowledge base.	2A.1 Math Counts: Johanna Focks Chi Alpha Mu: Linda Byrd	2A.1. Review meeting minutes, Outcome of district and state competitions	2A.1. District and state competitions records
Mathematics Goal #2A: ***In 2013, students scoring FCAT Levels 4 and 5 in math will increase by 5%.***	2012 Current Level of Performance:* ***In 2012, 49% (310 out of 631) of Lincoln students achieved above proficiency (Levels 4 and 5) in mathematics.***	2013 Expected Level of Performance:* *In 2013, 60% of Lincoln students will achieve above proficiency (Levels 4 and 5) in mathematics on FCAT.*					
			2A.2. Student are not consistently exposed to higher order questioning in mathematics.	2A.2. 1) Teachers of the "Big Ideas" series will be given opportunities to attend higher-order questioning workshops with textbook consultants 2) Use of Depth of Knowledge strategies by all math teachers	2A.2. Math teachers, Administrators	2A.2. Regular review of lesson plans, review of Classroom Walkthrough data	2A.2. Teacher lesson plans, Administrative informal observations and data chats, District Appraisal instruments
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2A.1. Students are not challenged in a way that promotes higher performance in mathematics.	2A.**1**. Lincoln provides a number of academic related after-school clubs. Each one of these clubs requires students maintain a high GPA, and study curriculum taught and studied in class. Many clubs and teams participate in state and district-wide competitions, challenging students to stretch their knowledge base.	2A.1 Math Counts: Johanna Focks Chi Alpha Mu: Linda Byrd	2A.1. Review meeting minutes, Outcome of district and state competitions	2A.1. District and state competitions records
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* ***100% (3) of (3) students score at or above achievement level 7***	2013 Expected Level of Performance:* *In 2013, 100% of students score at or above the achievement level 7.*					
			2A.2. Student are not consistently exposed to higher order questioning in mathematics.	2A.2. 1) Teachers of the "Big Ideas" series will be given opportunities to attend higher-order questioning workshops with textbook consultants 2) Use of Depth of Knowledge strategies by all math teachers	2A.2. Math teachers, Administrators	2A.2. Regular review of lesson plans, review of Classroom Walkthrough data	2A.2. Teacher lesson plans, Administrative informal observations and data chats, District Appraisal instruments

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		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3A: *In 2013, 85% of students will make Learning Gains in mathematics.*	2012 Current Level of Performance:* *In 2012, 70% (426 out of 609 students who took the test) made learning gains.*	2013 Expected Level of Performance:* *In 2013, 80% of the students taking the test will make learning gains in mathematics.*	3A.1. The curriculum was not aligned by the teachers so that all of the required standards and benchmarks were taught with the allotted time frame.	3A.1. The district pacing guide will be used by all teachers, with remediation and intensive instruction being provided to those students who show deficiencies on certain standards.	3A.1. Classroom Teachers, Administrators	3A.1. Regular review of lesson plans, review of Classroom Walkthrough data	3A.1. Teacher lesson plans, Administrative informal observations and data chats, District Appraisal instruments

			3A.2.
			Lack of engagement
				3A.2.
				
				A variety of cooperative learning activities will be used to promote engagement. These include CRISS, Kagan, and Marzano strategies.
				    CRISS (Creating Independence through Student owned Strategies), is designed to help students of all abilities learn content information across the curriculum and throughout the grade levels.
				    Kagan strategies produce positive results and are used throughout Alachua County. Teachers, schools, and districts now use Kagan Structures to increase academic achievement, improve ethnic relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues.
				    Marzano strategies: Researchers at Mid-continent Research for Education and Learning (McREL) have identified nine instructional, curriculum-based strategies that are most likely to improve student achievement across all content areas and across all grade levels
					3A.2.
					
					Classroom Teachers, Administrators
						3A.2.
						
						Regular review of lesson plans, review of Classroom Walkthrough data
							3A.2.
							
							Teacher lesson plans, Administrative informal observations and data chats, District Appraisal instruments

			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics. Mathematics Goal #3B: *To increase by 20% the number of students making learning gains on the FAA in mathematics.*	2012 Current Level of Performance:* *0% (0) of the (2) students made learning gains in mathematics on FAA.*	2013 Expected Level of Performance:* *In 2013, 100% of the students will make learning gains in mathematics on the FAA.*	3A.1. The curriculum was not aligned by the teachers so that all of the required standards and benchmarks were taught within the allotted time frame.	3A.1. The district pacing guide will be used by all teachers, with remediation and intensive instruction being provided to those students who show deficiencies on certain standards.	3A.1. Classroom Teachers, Administrators	3A.1. Regular review of lesson plans, review of Classroom Walkthrough data	3A.1. Teacher lesson plans, Administrative informal observations and data chats, District Appraisal instruments

			3A.2.
			Lack of engagement
				3A.2.
				
				A variety of cooperative learning activities will be used to promote engagement. These include CRISS, Kagan, and Marzano strategies.
				    CRISS (Creating Independence through Student owned Strategies), is designed to help students of all abilities learn content information across the curriculum and throughout the grade levels.
				    Kagan strategies produce positive results and are used throughout Alachua County. Teachers, schools, and districts now use Kagan Structures to increase academic achievement, improve ethnic relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues.
				    Marzano strategies: Researchers at Mid-continent Research for Education and Learning (McREL) have identified nine instructional, curriculum-based strategies that are most likely to improve student achievement across
					3A.2.
					
					Classroom Teachers, Administrators
						3A.2.
						
						Regular review of lesson plans, review of Classroom Walkthrough data
							3A.2.
							
							Teacher lesson plans, Administrative informal observations and data chats, District Appraisal instruments

			all content areas and across all grade levels			
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. The lower quartile students have a deficient reading skill set, which is evident from 2010 FCAT scores averaging below 50% in number sense, measurement, geometry, algebraic thinking, and data analysis	4A.1. These students will be provided with intensive math instruction based on individualized needs according to On-Track data results.	4A.1. Classroom Teachers, Administrators, Mentor Coach	4A.1. Regular review of lesson plans, Review of On-Track and Mini-Assessment data	4A.1. Lesson plans, On-Track testing, Mini-Assessments
Mathematics Goal #4A: In 2013, the number of lower-quartile students who do make their annual learning gain on FCAT mathematics will increase by 15% or more.	2012 Current Level of Performance: *In 2012, 55% of the Lowest 25% of students made learning gains in mathematics (87 out of 159 students).*	2013 Expected Level of Performance:* *In 2013, 65% of the Lowest 25% of students will make gain in Mathematics (132 out of 203 students)*					
			4A.2. The lack of planning time makes it difficult for teachers to find time to disaggregate and analyze data in order to identify student weaknesses and specific areas in need of improvement.	4A.2. The administration will provide teachers with more planning time to look at data. The administration will work with the teachers to learn how to disaggregate and interpret the data in order to create proper interventions. Lincoln will also set up Professional Learning Communities. Teachers will work in integrated teams to collect and analyze student data, allowing the teachers to strategize and target specific students who need the highest amount of remediation.	4A.2. Classroom teachers, Administrators	4A.2. Regular review of Lesson Plans and Classroom observation data	4A.2. Teacher lesson plans, Classroom observation data collection tool, District Appraisal instruments
			4A.3. Frequent referrals with in-school detention or out of school suspensions	4A.3. To combat poor behavior and misconduct, we are using PBS school-wide. Our Positive Behavior Support team is led by the administration and our guidance office in coordination with the district PBS coordinator. The percentage of our referrals for the 2009-2010 school year was reduced by over 50%. At the beginning of the 2010-2011 school year are referrals have decreased even further.	4A.3. Classroom Teachers, Guidance counselors, Deans, BRT	4A.3. Discipline Reports	4A.3.

			We also have a district BRT that is based at Lincoln. Mr. Copeland (BRT) is responsible for identifying and then meeting with our top 20 students with the most behavior referrals. He provides the students with anger-management skills, and teaches them different coping mechanisms and decision-making techniques when facing difficult situations.				
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics. Reading Goal #4B: Increase the percentage of the lowest 25% of students making learning gains in mathematics by 10% or greater	2012 Current Level of Performance:* _In 2012, all 3 students demonstrated learning gains in mathematics._	2013 Expected Level of Performance:* _In 2013, all students taking the FAA will demonstrate learning gains and increase their score by one level in math.._	4A.1. The lower quartile students have a deficient math skill set, which is evident from previous FAA scores averaging below 50% in number sense, measurement, geometry, algebraic thinking, and data analysis	4A.1. These students will be provided with intensive math instruction based on individualized needs according to On-Track data results.	4A.1. Classroom Teachers, Administrators, Mentor Coach	4A.1. Regular review of lesson plans, Review of On-Track and Mini-Assessment data	4A.1. Lesson plans, On-Track testing, Mini-Assessments
			4A.2. The lack of planning time makes it difficult for teachers to find time to disaggregate and analyze data in order to identify student weaknesses and specific areas in need of improvement.	4A.2. The administration will provide teachers with more planning time to look at data. The administration will work with the teachers to learn how to disaggregate and interpret the data in order to create proper interventions. Lincoln will also set up Professional Learning Communities. Teachers will work in integrated teams to collect and analyze student data, allowing the teachers to strategize and target specific students who need the highest amount of remediation.	4A.2. Classroom teachers, Administrators	4A.2. Regular review of Lesson Plans and Classroom observation data	4A.2. Teacher lesson plans, Classroom observation data collection tool, District Appraisal instruments
			4A.3. Frequent referrals with in-school detention or out of school suspensions	4A.3. To combat poor behavior and misconduct, we are using PBS school-wide. Our Positive Behavior	4A.3. Classroom Teachers, Guidance counselors, Deans, BRT	4A.3. Discipline Reports	4B.3.

			Support team is led by the administration and our guidance office in coordination with the district PBS coordinator. The percentage of our referrals for the 2009-2010 school year was reduced by over 50%. At the beginning of the 2010-2011 school year are referrals have decreased even further. We also have a district BRT that is based at Lincoln. Mr. Copeland (BRT) is responsible for identifying and then meeting with our top 20 students with the most behavior referrals. He provides the students with anger-management skills, and teaches them different coping mechanisms and decision-making techniques when facing difficult situations.			

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	<mark>72.5% of students will achieve a level 3 or higher on the math FCAT.</mark>	75% of students will achieve a level 3 or higher on the math FCAT.	77.5% of students will achieve a level 3 or higher on the math FCAT.	80% of students will achieve a level 3 or higher on the math FCAT.	82.5% of students will achieve a level 3 or higher on the math FCAT.	85% of students will achieve a level 3 or higher on the math FCAT.
Mathematics Goal #5A: *There will be an annual increase in students earning a level 3 or higher on the FCAT math.*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.			5B.1. White: Parent Support and Involvement Black: Remediation needs Hispanic: Language barriers Asian: n/a American Indian:n/a Students have little motivation to succeed.	5B.1. 1) Teachers will keep students informed of their own progress and allow them to self-monitor their growth. 2) PBS (Positive Behavior Support) is used to promote a positive learning environment at Lincoln and to provide motivation for students to learn. This is done through the use of in-class rewards, terrier tickets, team award assemblies, and fieldtrips. 3) Our sports programs require students to maintain a 2.0 GPA to participate.	5B.1. Classroom Teachers, Deans, PBS Coordinator, Counselors, Coaches, and Administrators	5B.1. Review of lesson plans, review of Classroom Walkthrough data, review of student and teacher survey data.	5B.1. Teacher lesson plans, CWT data collection tool, District Appraisal instruments, Teacher and student surveys.
Mathematics Goal #5B: *In 2013, the percentage of minority students not making adequate yearly progress in mathematics will decrease by 10%*	2012 Current Level of Performance:* White: 4% (7 of 175) Black: 78% (242 of 310) Hispanic: 19% (5 of 26) Asian: 0% American Indian: 0%	2013 Expected Level of Performance:* White: 2% or fewer (4 of 184 students) Black: 65% or fewer (229 of 346 students) Hispanic: 10% or fewer (2 of 17 students) Asian: 0% American Indian: 0%					
			5B.2. Students need extra math remediation and practice	5B.2. 1) Mentoring and tutoring: Meeting for one-on-one mentoring, 21st Century program. 2) The use of small-group instruction and Kagan groups. 3) The use of differentiated curriculum.	5B.2. Classroom Teachers, Volunteers (UF and Santa Fe), 21st Century teachers and Coordinator, Administrators.	5B.2. Teachers and students will be surveyed about the effectiveness of the mentoring and small group instruction. The regular review of lesson plans.	5B.2. Teacher lesson plans, Teacher and student survey data.

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		5B.3. Lack parental support.	5B.3. To improve parental support, teachers will keep in close contact with parents via phone calls, e-mails, and notes home. Communication will be proactive. Teachers will have students use their planners to communicate with parents and give them notice of homework, tests, and project due dates. Lincoln has also opened parent portal, so parents can keep a daily account of grades and missing assignments.	5B.3. Classroom Teachers and Administrators	5B.3. Review of Teacher and Parent Surveys, Review of classroom documentation of Tier 1 and 2 intervention.	5B.3. Parent and teacher surveys, RTI Intervention forms.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. Lack of ESOL endorsed teachers	5C.1. Teachers who teach ESOL students will work towards the ESOL endorsement.	5C.1. Classroom Teachers, Administrators, Counselors and ESOL Committee	5C.1. ESOL certification added to teaching certificate	5C.1. Teacher's Professional Certificate
Mathematics Goal #5C: *In 2013, any ELL students who enter Lincoln Middle School will make a 3 or higher in FCAT mathematics.*	2012 Current Level of Performance:* *0% (0) out of (1) student did not make satisfactory progress in mathematics.*	2013 Expected Level of Performance:* *0% will not make satisfactory progress in mathematics.*					
			5C.2. Parents may have limited English-speaking skills, and are therefore unable to provide quality help on math work sent home with students.	5C.2. Teachers will provide extra support to ELL students in class in terms of one-on-one instruction and differentiated instruction. Work sent home will be of the appropriate level so it may be completed independently.	5C.2. Classroom Teachers, Administrators, Counselors and ESOL Committee	5C.2. Regularly review lesson plans, review data collected from classroom observations	5C.2. Teacher lesson plans, Classroom observation data collection tool, District Appraisal instruments
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Lack of differentiated instruction with proper accommodations and modifications according to IEPs and 504 plans.	5D.1. 1) Teachers will be provided with an updated list of all SWD and their required accommodations and modifications 2) Teachers will work in PLCs to analyze data. They will design interventions based on this data to differentiate instruction in order to best suit individual student needs.	5D.1. ECE Clerk, Classroom Teachers, Guidance Counselors, Administrators	5D.1. Review data from lesson plans to check for differentiated instruction based on accommodations and modifications and review data from classroom observations.	5D.1. Teacher lesson plans; classroom observation data collection tool, District Appraisal instruments
Mathematics Goal #5D: *In 2013 Lincoln will reduce by 15% Students with Disabilities not making satisfactory progress in mathematics.*	2012 Current Level of Performance:* *92% (83) of (90) SWD did not make satisfactory progress in mathematics.*	2013 Expected Level of Performance:* *2013 will reduce the number of SWD who do not make AYP to 7%. (of students)*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Students have no supplies and therefore do not participate in class.	5E.1. The school will supply students in need with backpacks and other basic school supplies. We also have a uniform closet for students needing clothing.	5E.1. Administration, Guidance	5E.1. Review of data from teacher and student surveys	5E.1. Teacher and student surveys
Mathematics Goal #5E: *We will have a 15% decrease of Free or Reduced Lunch Students not making satisfactory progress in mathematics.*	2012 Current Level of Performance:* *77% (238) of (310) Free or Reduced Lunch Students did not make satisfactory progress in mathematics.*	2013 Expected Level of Performance:* *In 2013 the percent of Lincoln students who do not make AYP will decrease 10% from 77% to 67% or less.*					
			5E.2. Students have little motivation to succeed	5E.2. 1) Teachers will keep students informed of their own progress and allow them to self-monitor their growth. 2) PBS (Positive Behavior Support) is used to promote a positive learning environment at Lincoln and to provide motivation for students to learn. This is done through the use of in-class rewards, terrier tickets, team award assemblies, and fieldtrips. 3) Our sports programs require students maintain a 2.0 GPA to participate.	5E.2. Classroom Teachers, Deans, BRT, PBS Coordinator, Counselors, Coaches, & Administrators	5E.2. Review of lesson plans, review of Classroom Walkthrough data, review of student and teacher survey data	5E.2. Teacher lesson plans, CWT data collection tool, District Appraisal instruments, teacher and student surveys
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

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Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. Students are in a group of high math achievers and fall through the cracks.	1.1. Identify the lower group of students and provide support to assist.	1.1. Algebra Math Teachers Assistant Principal(s)	1.1. Algebra Ontrack Assessment Data Lesson Plan TI-Nspire Calculators Navigator System used during instruction.	1.1. Algebra Ontrack Assessment Lesson Plans Teacher Evaluation
Algebra 1 Goal #1: *Raise the number of students from level three to level 4 or above by 25%*	2012 Current Level of Performance:* *4% (4) of 96 students scored at Achievement level 3.*	2013 Expected Level of Performance:* *2% or less of the student s will score at AL 3*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1. Offer students greater opportunities to study.	2.1. Identify areas of weakness and provide supplemental reinforcement.	2.1. Algebra Math Teachers Assistant Principal(s)	2.1. Algebra Ontrack Assessment Data Lesson Plan TI-Nspire Calculators Navigator System used during instruction.	2.1. Algebra Ontrack Assessment Lesson Plans Teacher Eva.luation
Algebra Goal #2: *In 2013 Lincoln will increase the number of students scoring level 4 or higher to 100%*	2012 Current Level of Performance:* *96% (92) of (96) students scored at level 4 and 5*	2013 Expected Level of Performance:* *98% or greater of student s who take the Algebra 1 FCAT will score level 4 and 5.*					
			2.2.	2.2.	2.2.	2.2.	2.2.

		2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011	100% will score a level 3 or higher on Algebra 1 EOC.	100% will score a level 3 or higher on Algebra 1 EOC.	100% will score a level 3 or higher on Algebra 1 EOC.	100% will score a level 3 or higher on Algebra 1 EOC.	100% will score a level 3 or higher on Algebra 1 EOC.	100% will score a level 3 or higher on Algebra 1 EOC.
Algebra 1 Goal #3A: *100% of students will score a level 3 or higher on the Algebra EOC.*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**			3B.1. White: None Black: None Hispanic: None Asian: None American Indian: None	3B.1. Offer students high caliber instruction.	3B.1. Classroom Teachers, Deans, BRT, PBS Coordinator, Counselors, Coaches, & Administrators	3B.1. Review of lesson plans, review of Classroom Walkthrough data, review of student and teacher survey data	3B.1. Teacher lesson plans, CWT data collection tool, District Appraisal instruments , Teacher and student surveys	
Algebra 1 Goal #3B: ***All subgroups made satisfactory progress in Algebra 1 and our goal is to continue with this trend.***	2012 Current Level of Performance:* Students who did not make satisfactory progress by subgroup, White: 0% (0) out of (50) Black: 0% (0) of (9) Hispanic: 0% (0) of (2) Asian: 0% (0) of (30) American Indian: 0% (0) of (1)	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: 0% Black: 0% Hispanic: 0% Asian: 0% American Indian: 0%						
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	

		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: *At this point we do not have any ELL taking Algebra 1.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 Goal #3D: *At this point we do not have any SWD taking Algebra 1.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1. Students come from different backgrounds and need to feel accepted by others.	3E.1.	3E.1. Classroom Teachers, Administrators, Literacy Coach	3E.1. Regular review of lesson plans, review of Classroom Walkthrough data	3E.1. Teacher lesson plans, Administrative informal observations and data chats, District Appraisal instruments
Algebra 1 Goal #3E: *0% of our ED students are not making satisfactory progress and our goal is to maintain this status by insuring that all Students make progress.*	2012 Current Level of Performance:* *0% (0) of (7) students did not make satisfactory progress in Algebra 1.*	2013 Expected Level of Performance:* *0% (0) of (X) students will not make satisfactory progress in Algebra 1.*					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

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Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. Students are in a group of high math achievers and fall through the cracks.	1.1. Identify the lower group of students and provide support to assist.	1.1. Geometry Math Teachers Assistant Principal(s)	1.1. Geometry On-track Assessment Data Lesson Plan TI-Nspire Calculators Navigator System used during instruction.	1.1. Geometry On-track Assessment Lesson Plans Teacher Evaluation
Geometry Goal #1: *100% of students taking the Geometry EOC will score a level 3 or higher.*	2012 Current Level of Performance:* *In 2012, 100% of students passed the Geometry EOC*	2013 Expected Level of Performance:* *In 2013, 100% of students will pass the Geometry EOC*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1. Offer students greater opportunities to study.	2.1. Identify areas of weakness and provide supplemental reinforcement.	2.1. Geometry Math Teachers Assistant Principal(s)	2.1 Geometry On-track Assessment Data Lesson Plan TI-Nspire Calculators Navigator System used during instruction.	2.1. Geometry On-track Assessment Lesson Plans Teacher Evaluation
Geometry Goal #2 All students taking the Geometry EOC will demonstrate mastery of the material.	2012 Current Level of Performance:* *In 2012, 100% students taking Geometry EOC demonstrated proficiency.*	2013 Expected Level of Performance:* *In 2013, 100% students taking Geometry EOC will demonstrate mastery of the material.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**	**100% of students will score level 3 or higher on Geometry EOC.**	**100% of students will score level 3 or higher on Geometry EOC.**	**100% of students will score level 3 or higher on Geometry EOC.**	**100% of students will score level 3 or higher on Geometry EOC.**	**100% of students will score level 3 or higher on Geometry EOC.**
Geometry Goal #3A: *100% of students taking Geometry EOC will score level 3 or higher.*						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.** Geometry Goal #3B: *All students in Geometry are making satisfactory progress.*	**2012 Current Level of Performance:*** White:0% Black:0% Hispanic:0% Asian:0% American Indian:0% **2013 Expected Level of Performance:*** White:0% Black:0% Hispanic:0% Asian:0% American Indian:0%	3B.1. White: None Black: None Hispanic: None Asian: None American Indian: None	3B.1. Offer students high caliber instruction in Geometry course.	3B.1. Classroom Teachers, Deans, BRT, PBS Coordinator, Counselors, Coaches, & Administrators	3B.1. Review of lesson plans, review of Classroom Walkthrough data, review of student and teacher survey data	3B.1. Teacher lesson plans, CWT data collection tool, District Appraisal instruments , Teacher and student surveys
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C: At this point, we have no ELL students in Geometry.	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D: *At this point, we have no SWD in Geometry.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E: There are currently no students in Geometry on Free and Reduced Lunch.			3E.1. Students come from different backgrounds and need to feel accepted by others.	3E.1.	3E.1. Classroom Teachers, Administrators, Literacy Coach	3E.1. Regular review of lesson plans, review of Classroom Walkthrough data	3E.1. Teacher lesson plans, Administrative informal observations and data chats, District Appraisal instruments
	2012 Current Level of Performance: *In 2012, 0% students in Geometry were on Free and Reduced Lunch.*	*2013 Expected Level of Performance:* *In 2013, 100% of students on Free and Reduced lunch who are in Geometry will make satisfactory progress.*					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Kagan Trainings (Cooperative Learning), Marzano book study	Grades 6th-8th, For all math curriculum	Mallory Becker (Assistant Principal), Lawson Brown (Assistant Principal)	School-wide	The meetings/trainings will be held at faculty meetings. The book study is ongoing.	Teachers will be observed by the administration using the strategies in their classroom and must also include them in lesson plans.	Donald Lewis (Assistant Principal), Mallory Becker (Assistant Principal), Lawson Brown, Jr. (Assistant Principal)
Web-based software, instructional technology (SMART Board and SMART Response training)	Grades 6-8, all subjects	District Technology Personnel, Math Department and Assistant principals.	School-wide	On-going, monthly	Lesson plan monitoring, assessment results.	Don Lewis (Principal), Janet Shaw (Site Tech), Mallory Becker (Assistant Principal), Lawson Brown, Jr. (Assistant Principal)
RTI	Grades 6-8, all subjects	Mallory Becker (Assistant Principal), Lawson Brown (Assistant	School-wide	On-going, monthly	Monitor RTI logs, lesson plans, and assessment data	Don Lewis (Principal), Janet Shaw (Site Tech), Mallory Becker (Assistant Principal), Lawson Brown, Jr. (Assistant Principal)

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		Principal)				

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Teachers will have access to SMART Response to use with their classes	SMART Response equipment	Advanced Placement Monies	$1200.00
Algebra I classes will have access to TI-Nspire Calculator Navigator system	TI-Nspire Navigator System	District provided on unit/ Lincoln purchased a second through Texas Instruments rewards program	$3000.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
1) Lincoln will establish Professional Learning Communities for RTI, Marzano, Lesson Study 2) Kagan training 3) Lincoln will provide additional planning time for co-teach teachers.	1) Teachers will be provided substitutes 2) Purchasing reading materials to facilitate PLC's, RTI, and analyzing reading data	CREATE fund Grant funding	$1,500.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Mathematics Goals

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Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Textbooks are written above students' reading level.	1A.1. The use of differentiated instruction, Larry Bell's 12 Powerful Words, Depth of Knowledge strategies, Marzano strategies	1A.1. Science Teachers, Administrators, Literacy Coach	1A.1. Lesson plan monitoring, Classroom observations, formal and informal classroom observations, assessment results	1A.1 Teacher lesson plans, Classroom observation data collection tool, District Appraisal instruments, On-Track, mini-assessment and FCAT test results.
Science Goal #1A: *Our goal is to improve our overall performance for students who score level 3 by 15%*	2012 Current Level of Performance:* *In 2012, 16% (31) of 192 students score level 3 in science.*	2013 Expected Level of Performance:* *In 2013, we will have a 10% increase in students who score level 3 or higher in science.*					
			1A.2. Students are not skilled in note taking and study skills.	1A.2. Use of graphic organizers and cloze notes to increase lesson acquisition and mastery.	1A.2. Science teachers and school administrators.	1A.2. Lesson plan monitoring, Classroom Walkthroughs, formal and informal classroom observations, assessment results	1A.2. On-Course lesson Planner, CWT data collection tool, District Appraisal instruments, On-Track, mini-assessment and FCAT test results.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1A.1. Textbooks are written above students' reading level.	1A.1. The use of differentiated instruction, Larry Bell's 12 Powerful Words, Depth of Knowledge strategies, Marzano strategies	1A.1. Science Teachers, Administrators, Literacy Coach	1A.1. Lesson plan monitoring, Classroom observations, formal and informal classroom observations, assessment results	1A.1 Teacher lesson plans, Classroom observation data collection tool, District Appraisal instruments, On-Track, mini-assessment and FCAT test results.
Science Goal #1B: Our goal is to increase the percent of students who score level 4, 5, and 6 in science by 50%.	2012 Current Level of Performance:* *0% (0) out of (2) students score level 4, 5, and 6 in science.*	2013 Expected Level of Performance:* *In 2013, 50% of our students will score level 4, 5, or 6 in Science.*					
			1A.2. Students are not skilled in note taking and study skills.	1A.2. Use of graphic organizers and cloze notes to increase lesson acquisition and mastery.	1A.2. Science teachers and school administrators.	1A.2. Lesson plan monitoring, Classroom Walkthroughs, formal and informal classroom observations, assessment results	1A.2. On-Course lesson Planner, CWT data collection tool, District Appraisal instruments, On-Track, mini-assessment and FCAT test results.

		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Students are not in the habit of using higher order thinking skills.	2A.1. Utilize Problem Based Learning (PBL), an inquiry-based approach to instruction will be used. In this method, students learn science through solving real world problems and they have to utilize higher order thinking. The role of the teacher is to coach the student into making the discoveries.	2A.1. Science teachers and Administrators	2A.1. Regular review of lesson plans and CWT data, formal and informal classroom assessment, Benchmark and FCAT test results.	2A.1. Teacher lesson plans, CWT data collection tool, District appraisal instruments, Benchmark and FCAT tests.
Science Goal #2A: *To increase by 10 percent the number of students scoring at or above achievement level 4 and 5.*	2012 Current Level of Performance:* *In 2012, 45% (86) of (192) students scored achievement level 4 and 5*	2013 Expected Level of Performance:* *In 2013, we will have a 10% increase in students who score achievement level 4 or 5.*					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1. Students are not skilled in note taking and study skills.	2B.1. Use of graphic organizers and cloze notes to increase lesson acquisition and mastery	2B.1. Science teachers and school administrators	2B.1. Lesson plan monitoring, Classroom Walkthroughs, formal and informal classroom observations, assessment results	2B.1. Lesson Plans, CWT data collection tool, District Appraisal instruments, On-Track, mini-assessment and FCAT test results
Science Goal #2B: Teach all students to maintain that 100% of the student who take FAA score level 7.	2012 Current Level of Performance:* *In 2012, 100% (2) of (2) students score level 7 on FAA*	2013 Expected Level of Performance:* *In 2013, 100% of the students will score level 7 or higher on FAA.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SPICE trainings/workshops	6th grade Earth Science, 7th grade Life Science, 8th grade Physical Science	UF Students and Faculty, Lincoln Science Teachers	(6th grade science teacher, (8th grade science teacher)	Teachers will be given leave time to attend required workshops at various points throughout the year	Regular review of lesson plans by school administrators, UF monitored assessment	Donald Lewis (Principal), Mallory Becker (Assistant Principal), Lawson Brown (Assistant Principal) UF Faculty
Web-based software, instructional technology (SMART Board and SMART Response training	Grades 6-8	District Technology Personnel, Math Department and Assistant principals.	Science Department	On-going Monthly	Lesson plan monitoring, assessment results	Don Lewis (Principal), Janet Shaw (Site Tech), Mallory Becker (Assistant Principal), Lawson Brown, Jr. (Assistant Principal)
RTI, Marzano, Lesson Study	Grades 6-8	Lawson Brown, Jr. (Assistant Principal), Mallory Becker (Assistant Principal)	School – Wide	On-going Monthly	Monitor RTI logs, lesson plans, and assessment data	Donald Lewis (Principal), Mallory Becker (Assistant Principal), Lawson Brown, Jr. (Assistant Principal)

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Teachers will have access to SMART Response to use with their classes	SMART Response equipment	Advanced Placement Monies	$1200.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
1) Lincoln will establish Professional Learning Communities 2) Kagan training	1) Teachers will be provided substitutes 2) Purchasing reading materials to facilitate PLC's, RTI, and analyzing reading data	CREATE fund Grant funding	$1500.00 Unspecified
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Science Goals

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Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Lack of writing practice	1A.1. Teachers will incorporate writing exercises and assignments across content areas. Teachers will use "Wow! I'm a Writer" lessons on a regular basis with their Write Source.	1A.1. Classroom teachers and Administrators	1A.1. Regular review of lesson plans and CWT data, formal and informal classroom observations, assessments.	1A.1. Teacher lesson plans, Administrative informal observations and data chats, District Appraisal instruments, assessment results.
Writing Goal #1A: *In 2013, 90% of students will score a 3 or higher on FCAT Writing.*	2012 Current Level of Performance:* *In 2012, 80% of students (158 out of 197) scored a 3 or higher.*	2013 Expected Level of Performance:* *In 2013, we will have a 10% increase in students scoring at a level 3 or higher.*					
			1A.2. Students cannot always bridge the gap between conversational English and standard/written English.	1A.2. Use of daily grammar practice, graphic organizers to show how to organize an essay, and vocabulary framing.	1A.2. Language arts teachers and school administrators.	1A.2. Regular review of lesson plans and CWT data, formal and informal classroom observations, assessments.	1 Teacher lesson plans, Administrative informal observations and data chats, District Appraisal instruments, assessment results.A.2.
			1A.3. Students need supplemental, challenging writing curriculum.	1A.3. We will incorporate the "Wow! I'm a Writer" with the already established district curriculum.	1A.3. Linda Dampier (Author), Language Arts Teachers, and school administrators.	1A.3. Regular review of lesson plans and CWT data, formal and informal classroom observations, assessments.	1A.3. Teacher lesson plans, Administrative informal observations and data chats, District Appraisal instruments, assessment results.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1A.1. Lack of writing practice	1A.1. Teachers will incorporate writing exercises and assignments across content areas. Teachers will use "Wow! I'm a Writer" lessons on a regular basis with their Write Source.	1A.1. Classroom teachers and Administrators	1A.1. Regular review of lesson plans and CWT data, formal and informal classroom observations, assessments.	1A.1. Teacher lesson plans, Administrative informal observations and data chats, District Appraisal instruments, assessment results.
Writing Goal #1B: *In 2013, 100% of students will score a 4 or higher on the writing portion of the FAA.*	2012 Current Level of Performance:* *In 2012, 100% (2 of 2) students scored 4 or higher on the writing.*	2013 Expected Level of Performance:* *In 2013, 100% of the students will score 4 or higher on the writing portion of the FAA.*					
			1A.2. Students cannot always bridge the gap between conversational English	1A.2. Use of daily grammar practice, graphic organizers to show how to	1A.2. Language arts teachers and school administrators.	1A.2. Regular review of lesson plans and CWT data, formal and	1 Teacher lesson plans, Administrative informal observations and data chats,

		and standard/written English.	organize an essay, and vocabulary framing.		informal classroom observations, assessments.	District Appraisal instruments, assessment results.A.2.
		1A.3. Students need supplemental, challenging writing curriculum.	1A.3. We will incorporate the "Wow! I'm a Writer" with the already established district curriculum.	1A.3. Linda Dampier (Author), Language Arts Teachers, and school administrators.	1A.3. Regular review of lesson plans and CWT data, formal and informal classroom observations, assessments.	1A.3. Teacher lesson plans, Administrative informal observations and data chats, District Appraisal instruments, assessment results.

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Kagan, CRISS, Marzano, Depth of Knowledge Training	All Grade Levels, All Subjects	Mallory Becker (Assistant Principal), Lawson Brown (Assistant Principal)	School-wide	Monthly beginning in October	Review of lesson plans, Review of FCIMs notebooks	Don Lewis (Principal), Mallory Becker (Assistant Principal), and Lawson Brown (Assistant Principal)
Writing Trainings (WOW! I'm a Writer)	Language Arts Teachers, all grade levels	Linda Dampier, Author	Language Arts Department	On-going	Review of lesson plans, Review of FCIMs notebooks, Review of CWT data	Don Lewis (Principal), Mallory Becker (Assistant Principal), and Lawson Brown (Assistant Principal)

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Teachers will have access to SMART Response t use with their classes	SMART Response Equipment	Advanced Placement Monies	$1200.00
			Subtotal:$1200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Professional Learning Communities: - Kagan, Marzano, CRISS training - RTI	1. Teachers will be provided substitutes 2. Purchasing reading materials to facilitate PLC's RTI, and analyzing reading data	Grant Funding	Unspecified
			Subtotal: $Unspecified
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Writing Goals

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Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Attendance Goal(s)			Problem-solving Process to Increase Attendance			
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. High Suspension Rate	1.1. The use of PBS (Positive Behavior Support): PBS is proactive and intentionally structures the school environment for success. It systematically teaches and acknowledges appropriate behaviors, builds the capacity for all staff to address both positive and negative student behavior, intentionally seeks to build positive relationships, and creates flexible data.	1.1. Classroom Teachers, Administrators, Deans, Guidance Counselors, BRT, PBS District Coordinator	1.1. Review of attendance report data, review of discipline report data	1.1. Attendance report data, Discipline report data
Attendance Goal #1: *In 2013, the attendance rate will improve by 5% and the total number of students with excessive absences will decrease by 10%.*	2012 Current Attendance Rate:* *In 2012, 96% of our students are present on a daily basis.*	2013 Expected Attendance Rate:* *In 2013, attendance will improve by 5% and the number of students being absent will decrease by 10%.*					
	2012 Current Number of Students with Excessive Absences (10 or more) *In 2012, 26.8% (178 of 666 students) had excessive absences.*	2013 Expected Number of Students with Excessive Absences (10 or more) *In 2013, 15% of students will have excessive absences.*					
	2012 Current Number of Students with Excessive Tardies (10 or more) *In 2012, 27.1% (181 of 666 students) had excessive*	2013 Expected Number of Students with Excessive Tardies (10 or more) *In 2013, 15% of students will have excessive*					

	excessive tardies. *tardies.*					
		1.2. Lack of implementing school-wide tardy policy.	1.2. Administration, Teachers, and Deans will conduct frequent tardy sweeps. Teachers will call parents and keep accurate record of tardies.	1.2. Administration, Teachers, and Deans	1.2. Review of attendance data, Teacher surveys	1.2. Data reports and SAC surveys
		1.3.	1.3.	1.3.	1.3.	1.3.

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Technology			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Other			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
		Total:	

End of Attendance Goals

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Suspension Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: *In 2013, the total number of all suspensions and students suspended will decrease by 10%.*	2012 Total Number of In –School Suspensions *891 In-school suspensions* 2012 Total Number of Students Suspended In-School *213 students Suspended in-school* 2012 Total Number of Out-of-School Suspensions *1212 out of school suspensions* 2012 Total Number of Students Suspended Out- of- School *153 students suspended out of school*	2013 Expected Number of In- School Suspensions *801 In-school suspensions* 2013 Expected Number of Students Suspended In -School *192 students Suspended In-school* 2013 Expected Number of Out-of-School Suspensions *1098 out of school suspensions* 2013 Expected Number of Students Suspended Out- of-School *137 students suspended out of school*	1.1. Lack of positive reinforcement	1.1. 1) The use of PBS (Positive Behavior Support): PBS is proactive and intentionally structures the school environment for success. It systematically teaches and acknowledges appropriate behaviors, builds the capacity for all staff to address both positive and negative student behavior, intentionally seeks to build positive relationships, and creates positive environment based on review of data. 2) UF and other college mentors will be provided to struggling students.	1.1. Classroom Teachers, Administrators, Deans, Guidance Counselors, PBS District Coordinator	1.1. Review of attendance repot data, review of discipline report data	1.1. Attendance report data, Discipline report data
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS Training	All grade levels, All subjects	Tammy Burgard (PBS Team Facilitator)	School-wide	Ongoing at faculty meetings. Monthly PBS team meetings	Continuous monitoring of school and district discipline reports	Tammy Burgard (PBS Team Facilitator), Donald Lewis (Principal), Mallory Becker (Assistant Principal), and Lawson Brown (Assistant Principal)

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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Rule 6A-1.099811
Revised April 29, 2011

	Total:

End of Suspension Goals

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Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: _Enter narrative for the goal in this box._ *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	2012 Current Dropout Rate:* _Enter numerical data for dropout rate in this box._	2013 Expected Dropout Rate:* _Enter numerical data for expected dropout rate in this box._					
	2012 Current Graduation Rate:* _Enter numerical data for graduation rate in this box._	2013 Expected Graduation Rate:* _Enter numerical data for expected graduation rate in this box._					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Technology			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Other			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
		Total:	

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: In 2013, there will be a 100% increase in Major Program parent participation in our PTA	2012 Current Level of Parent Involvement:* There exists a disparity in amount of parent participation from our magnet program (Lyceum) parents (75% parent involvement) and our regular program (Major Program) parents (25% parent involvement).	2013 Expected Level of Parent Involvement:* Our goal is to increase parent involvement in both programs Lyceum to 85% and the Major program to 50% or greater.	1.1. Parents are apprehensive about getting involved and unaware as to how they can contribute.	1.1. 1. Parents will get sufficient notice as well as invitations to come to any after-school performances/presentation through our Newsletter and phone-homes. 2. Continue family Literacy Nights. 3. Provide programs such as Family Literacy Nights in community venues. 4. Contact local churches and invite members to become involved in school activities. 5. Encourage the band and chorus to perform at local community venues. 6. Administration and homeroom teachers will personally contact parents to invite them to PTA meetings.	1.1. PTA & Administrators	1.1. Review of data collected from parent and teacher surveys; Attendance and minutes will be taken at each PTA meeting.	1.1 Parent and Teacher surveys, attendance logs, and meeting minutes.
			1.2. The cost of joining PTA is too high.	1.2. 1. The PTA will reduce the dues for joining from $6.00 to $3.00 for parents of students who receive free or reduced lunch. 2. The PTA will reduce fees to half cost for those parents joining in a group of 10 or more (bulk discount).	1.2. PTA & Administrators	1.2. Review of Parent Surveys, Attendance will be taken at meetings.	1.2. Parent surveys and attendance
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

<table>
<tr>
<th colspan="3">Additional Goal(s)</th>
<th colspan="5">Problem-Solving Process to Increase Student Achievement</th>
</tr>
<tr>
<th colspan="3">Based on the analysis of school data, identify and define areas in need of improvement:</th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td colspan="3">1. Additional Goal

Additional Goal #1:

The percentage of students feeling safe at Lincoln Middle School will increase by 15%</td>
<td>1.1.
The large population of students outside in the mornings.</td>
<td>1.1.
Teachers will be assigned a duty post and be present for morning duty along with administrators, deans, and the school resource officer for before and after school and during transition times.</td>
<td>1.1.
Administration</td>
<td>1.1.
Examination of SAC survey results</td>
<td>1.1.
SAC survey</td>
</tr>
<tr>
<td></td>
<td>2012 Current Level :*

In 2012, 64% of students (264 of 413) surveyed felt safe at Lincoln Middle School.</td>
<td>2013 Expected Level :*

In 2013, 80% of students (560 of 700 students) surveyed will feel safe at Lincoln Middle School.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td colspan="3"></td>
<td>1.2.
The hallways are crowded during transition times.</td>
<td>1.2.
Signs will be posted to direct traffic in the hallways.

Teachers will be asked to monitor the halls during transition times.

We will continue to install up-to-date cameras in the hallways.</td>
<td>1.2.
Administration and Teachers</td>
<td>1.2.
Examination of SAC survey results</td>
<td>1.2.
SAC Survey</td>
</tr>
<tr>
<td colspan="3"></td>
<td>1.3.
The students feel insecure when in the hallways and bathrooms during transition times due to the large number of students.</td>
<td>1.3.
KOPS, or Kids on Patrol, a program coordinated by the Dean's office, will establish students to monitor the hallways during class times.</td>
<td>1.3.
Dean Wilson and Dean Wakely</td>
<td>1.3.
Examination of SAC survey results</td>
<td>1.3.
SAC survey</td>
</tr>
</table>

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

June 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Additional Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
CELLA Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2.When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK,* this will place an "x" in the box.)

School Differentiated Accountability Status		
☐ Priority	☐ Focus	☐ Prevent

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

SAC Membership Compliance
The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

☐ Yes   ☐ No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
The Lincoln School Advisory Council meets on a monthly basis to develop and monitor the implementation of the School Improvement Plan. The SAC also discusses issues that need to be addressed both during the year and for the upcoming school year and decides how school improvement funds are to be spent. This year we are addressing the need for cultural change or shifts in school culture. We are using "FISH" and "Who Moved My Cheese" to inspire positive change, providing motivation for teachers to turn in consistent lesson plans, put interventions in place, participate in book studies and trainings, and simply do the very best for our students no matter who or what they teach.

Describe the projected use of SAC funds.	Amount
Substitutes to allow teachers to attend in-services and work in PLCs	$1,945.00