

Executive Summary

This year's school improvement process was very thorough. Written surveys were administered to faculty, staff, parents, and students. Students were surveyed at school this year and a large amount of data was obtained. All this data collection produced a very useful and meaningful School Improvement Plan (SIP).

Utilizing data obtained from these surveys and from School Advisory Council meetings. This year's SIP emphasized academic achievement and school climate as it did in the 2007-2008 school year. The plan also targets the lowest quartile with special focus on those NCLB sub groups that traditionally have been lagging behind in academic performance. While it is very important to concentrate on gain scores for these students it is equally important provide aggressive measure to elevate these same students to the next performance level.

During the month of March in 2008, the Lincoln School Advisory Council sent out its annual climate surveys. Unfortunately, we did not have a good return rate for the parent, student, and staff climate surveys. There is no reason for not having close to a 100 percent return rate for student climate surveys. Next year we should have the surveys go out in February. Suggestions were made for improving the return rate such as: announcing that the climate surveys will be coming out ahead of time, completing student surveys during an academic class (eg. Science, Language Arts or Social Studies), sending parent surveys home with report cards or progress reports, and completing faculty/staff surveys during a faculty meeting. Climate surveys can also be changed to use the first person and personal pronouns to help the students understand the questions. On a positive note, results of this survey indicated a high degree of satisfaction with Lincoln's educational commitment to excellence. The surveys showed positive response rates in areas such as effective student communication, a welcoming environment, opportunities for students to be creative, and expectations for student behavior and achievement. Areas of concern as indicated from the surveys include students' perception of school safety, parents' perception of regular communication in regards to student performance and collaboration with outside agencies to solve some problems. More needs to be done in making parents aware of alternative learning strategies available to students. Overall, there is a high degree of positive interaction between teachers, administrators, parents and students along with an environment that promotes high expectations.

Student performance and FCAT gain scores continue to be emphasized and are reflected in this year's SIP. Our 2008-2009 SIP reflects differentiated instruction, graphic organizers, and pin-point instruction, along with having higher expectations for student achievement. The following are some of the highlighted strategies that Lincoln will be working on in 2008-2009:

1. Providing students with access to FCAT Explorer, Brainchild.com, and Mathwords.com.
2. Supplementary math curriculum for students in the lowest quartile that involve manipulatives.
3. Use SRA direct instruction curriculum for students scoring Level 1 on FCAT Reading.
4. Continue with and upgrade the Read 180 program, family literacy nights, tutoring with the SFCC CROP, and Accelerated Reader.
5. Strengthen our association with SPICE, SECME and Gatortrax programs.
6. Continue with advanced classes at each grade level within the Major Program.
7. Continue with Student-Teacher Progression (STP, or "looping") with the Major Program 6th- and 7th grade students and teachers.

School Grades

2003-04

A

2004-05

A

2005-06

A

2006-07

A

2007-08

A

SCHOOL IMPROVEMENT PLAN TEMPLATE PLANNING TOOL

School Name:

Lincoln Middle School

VISION/MISSION

Guiding individuals to reach their full potential as they grow academically, socially, emotionally, and physically.

We believe that every middle school student is a unique individual with special needs, interests, and capabilities.

As a community of students, parents and teachers, and as individuals, we recognize cultural diversity as a way of life. We endeavor to provide an educational environment that fosters the principles and ideas of our democratic society and encourages the development of each student's potential. Education lies in personal experience as well as personal responsibility for learning and conduct. Each individual has a natural dignity and worth that merits caring, respect, honesty, and fosters initiative, industry, and resourcefulness.

It is our belief that a child who is given room to "stretch" both physically and mentally, probing into areas of learning and activities one has never known before is more likely to develop an active mind and body and become a more resourceful, well-rounded, and responsible adult. Special scheduling and subject area offerings are necessary to motivate the pre- and early-adolescent child.

The middle school curriculum, must be built by increments and be a continuation of the elementary program. It should provide experiences and activities that prepare the middle school student for the more specialized high school curriculum.

This school reflects our society, and through the utilization of the available resources, enriches and enhances the community as the community enhances the educational atmosphere. Thus all individuals – student, teachers, staff, administrators, parents, and community members – have a vested interest as manifested through the decision-making process, in helping our students recognize and effectively deal with the challenges confronting them, and all have responsibilities toward achieving this goal.

SCHOOL PROFILE /DEMOGRAPHICS

Lincoln Middle School houses grades 6, 7, and 8, with a population of 736 students. Of this student population, 56% are black, 26% are white, 3% are Hispanic, 11% are Asian, and 3.4% are multiracial. 30% of Lincoln's students have some type of disability, and 50% receive free or reduced lunch.

In addition, Lincoln is home to The Lyceum – Center for Advanced Studies. This is Alachua

County's premier middle school magnet program and serves 340 students in all three grade levels who are academically talented and highly motivated. Although approximately 60% of the students in The Lyceum are classified as gifted, that is not a requirement for entrance in the program.

Lincoln has sixty-four faculty members and three administrators.

Lincoln is the zoned school for middle school children who live in southeast Gainesville.

QUALITY STAFF

Highly Qualified, Certified Administrators

Our principal, Don Lewis, has been employed in the Alachua county school system for thirty-seven years. He taught for 13 years with the majority of those years in middle grades education. He was appointed Assistant Principal in 1984 at Lincoln Middle School and served at the school when it housed over 1250 students including a high population of special needs students and an ESOL center. In 1992 Mr. Lewis was promoted to a principalship at another middle school and served five years before moving to the central office staff as Director of Secondary Education. 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 an "A" the following year and 4 "D" schools that also raise the "C" or "B". Curriculum development and effective instructional delivery along with data analysis was the major focus under his administration.

Lincoln Middle School has two assistant principals, Michael P. Gamble and Diane Hill. It is Mr. Lewis' philosophy that both assistant principals should share tasks in order to better serve Lincoln and to make them more well-rounded. In doing so, Lincoln has done away with the titles of Assistant Principal for Administration and Assistant Principal for Curriculum.

Mr. Gamble is a product of Alachua County's public schools from kindergarten through graduate school. He began teaching at his alma mater of Ft. Clarke Middle School and opened Kanapaha Middle School in 1996. He taught social studies at all three grade levels at these schools. Prior to coming over to Lincoln in June of 2005, he was the Assistant Principal for Administration at Westwood Middle School for five years. Mr. Gamble holds a BA in political science, MA in Latin American studies, and an EdS in Instruction & Curriculum, all from the University of Florida. He also served four years of active duty and nine years of reserve duty in the U.S. Navy.

Diane Hill holds a Bachelor of Science degree and an MS in athletic administration, both from Florida A&M University. She also holds an EdS degree in Educational Leadership from Nova University. In a career that spans 26 years, she has worked for three years in Sumter county and eight years in Alachua county as a physical educational instructor. For seven years, Ms. Hill was a Dean of Students here at Lincoln. She was an assistant principal at Metcalf Elementary for one year, and the Assistant Principal for Administration at Howard Bishop Middle School for four years before returning to Lincoln in June of 2005. Ms. Hill has experience in all grade levels (K-12).

High Quality, Highly Qualified Teachers

Before the 2007-2008 school year began, the new administration of Mr. Lewis, Mrs. Hill and Mr. Gamble conducted numerous interviews to find the best fit for five open teaching positions. These positions were: 8th-grade Reading, 6th-grade Math, 8th-grade Social Studies, 7th-grade Creative Writing, and ESE Reading.

The administration works to foster a cooperative atmosphere with all of Lincoln's teachers and staff. One of the first steps Mr. Lewis took to promote his "open door" policy was to put a large window in his office door. Teachers are encouraged to walk in to his office, not to knock and wait for permission to enter.

The 2007-2008 school year was the second year of the Student-Teacher Progression (STP) plan for the 6th-and 7th-grades. Teachers who taught the major program 6th-grade students will be moving to the 7th-grade, and vice-versa. This year's book study was Teaching to Your Strengths. Lincoln had outstanding faculty participation in the Larry Bell "12 Most Powerful Words" seminar in January, 2008. This has been adopted as Alachua County's middle school initiative, and was practiced by the Lincoln faculty after the workshop. We look forward to developing the "12 Most Powerful Words" strategy next year. Mr. Lewis, Mrs. Hill, and Mr. Gamble are all visible throughout the school during each school day, supporting both the teachers and the students.

ADDITIONAL REQUIREMENTS

Teacher Mentoring

Lincoln Middle School follows the district's plan for assigning mentor teachers to beginning teachers. All new teachers go through the district's induction program and receive the appropriate types of assistance and evaluation. In addition, teachers who are new to the school, but not new to teaching, have an "unofficial" mentor to teach them about the school climate and operating procedures. Also, team leaders and department chairpersons also take on mentoring roles by providing leadership to their teams and departments through academic discussions and organizational activities. Cheryl Thorn, the reading coach, mentors teachers across the curriculum in reading strategies and models lessons for teachers. All administrators conduct classroom walkthroughs to encourage teachers to engage in reflective processes. Also, many of our teachers have interns and are mentors themselves.

School Advisory Council

The Lincoln School Advisory Council meets on a monthly basis to develop and monitor the implementation of the School Improvement Plan. The members of this year's SAC are: Don Lewis, principal; Roberta Harbrucker, SAC chair and teacher; Darrell Johnson, community member; Shellie Berkelhammer, teacher; Nate Stewart, teacher; Julie Garrish, parent, Carrie Parker-Warren, community member; Tracy Monds, career service; Monique Driskell-Jones, parent, and Ora White, community member. 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 the SAC met on April 17, 2008 for an all-day session to review and make changes to the School Improvement Plan. The public input SAC meeting was held on May 15, 2008.

Extended Learning Opportunities

This year students were given the opportunity to attend a free after-school FCAT tutoring program for the months leading up to the FCAT in March. This program was mentored by some of our own faculty members. Former faculty members who now teach at other schools were also tutors. After-school tutoring was also enhanced by SFCC CROP students and some 8th-grade Lincoln students. The physical education coaches provide supervision outdoors in the morning through a grant funded by Safe Schools. Lincoln fielded both boys and girls teams for soccer, basketball, and volleyball. These teams competed against other middle schools as part of the middle school interscholastic sports program. Lincoln has a fee-based program for ceramics and advanced math classes in the afternoon once a week. Lincoln has several highly successful academic competition teams, such as Mu Alpha Theta (math), MathCounts, Science Bowl, and Future Business Leaders of America.

GOALS for Each Academic Area

READING

Needs Assessment

The results of the last two years' FCAT scores are as follows: In 2005, (2006), **2007, (2008)**, 32% (18%), **23%, (26%)**, of Lincoln's 6th-graders scored a Level 1 on the reading portion of the FCAT and 14%, (11%), **15%, (18%)**, scored a Level 2. Of the 7th-graders, 27% (18%), **17%, (19%)**, scored a Level 1, while 17% (19%), **14%, (18%)**, scored a Level 2. In the 8th grade, 31% (28%), **28%, (19%)**, of the students scored a Level 1 and 20% (19%) **15%, (22%)**, scored a Level 2.

Reading Goal Statement:

To improve reading proficiency of students in all subgroups with special emphasis on students scoring a Level 1 or 2 on FCAT reading.

1. Objective:

51% of our African American, economically disadvantaged, and students with disabilities will read at or above grade level (Level 3) on FCAT reading; **OR** there will be a 10 percent decrease in students in each subgroup scoring a Level I on FCAT SSS Reading.

Strategies:

1. Read 180 program will be upgraded from the Legacy to the Enterprise program. The Enterprise program offers more Language Arts instruction.
2. Build another Read 180 lab.
3. Continue to staff students who are below grade level in FCAT SSS Reading in the Read 180 program. Persons responsible: the assistant principals and reading coach will staff appropriate students in this program and the individual Read 180 teachers will be responsible for delivering instruction. Student progress will be monitored through their lexile scores throughout the year.
4. Use differentiated instruction in all reading classrooms. Persons responsible: Administration will ensure differentiated instruction is taking place through Classroom Walk-Throughs (CWT) throughout the course of the year, and through Professional Development Plans (PDPs).
5. Use pinpoint instruction.
6. Work to make Accelerated Reader (AR) program available to all reading teachers. Persons responsible: administration to ensure AR has been installed on network by the time school begins in August. Reading teachers will provide students the opportunity to take the AR tests during the year once it has been installed. Prizes will be provided for students who complete the AR tests.
7. Reading coach will work individually with all reading teachers to develop personalized teacher strategies. Persons responsible: Reading coach and reading teachers.
8. ?Project Central professional staff development. Persons responsible: Jeanne Clark and Janet Shaw. ?
9. Family Literacy night. Persons responsible: Jeanne Clark, Cheryl Thorn, and Janet Shaw, to be held in October.
10. Implement the "One School, One Book" program.
11. Implement staff development from the Florida Reading Initiative.
12. Classroom libraries will be established for all reading classrooms.
13. Faculty book study. Person responsible: Principal, CREATE contact.
14. Formation of school wide literacy committee. Persons responsible: M. Gamble.
15. The Major Program Advanced Studies program will have one advanced reading class per

grade level. Persons responsible: Administration. Classes will be formed before school begins on August 18th, 2008.
16. UF student reading/literacy tutors

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific—some schools are required to provide data periodically to the state to document progress in meeting your stated objectives.

Evaluate the effectiveness of each objective. Describe the measure to include teachers in the decisions regarding the use of academic assessments.

1. Read 180 lexile scores to show gains being made in reading.
2. Teacher PDPs will be submitted by mid-September 2008.
3. FCAT results on the Reading area.

Research-Based Program:

Identify the research-based reading program used to instruct each subgroup.

READ 180 is currently in use in more than 2,000 classrooms nationwide, and is one of the most thoroughly researched and documented reading intervention programs. After 10 years of research in association with Vanderbilt University, READ 180 is producing quantifiable gains in reading achievement levels. There are also positive local results in leading schools like Westwood Middle school that have documented dramatic gain scores which encourages Lincoln to continue down the READ 180 path.

We use the AR (Accelerated Reader) which is an assessment program that allows teachers to determine student lexile scores, test students on books they have read, and provides opportunity for a school-wide reading incentive program.

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

?Inservices for reading instruction will be provided through the Florida Reading Initiative. Selection of current educational topics will be made by the Lincoln Literacy Council.?

2. Objective:

70% of the students in the Major Program – Advanced Studies will make at least a year’s gain in Reading.

Strategies:

1. Separate low motivated students from the “Advanced Studies” students.
2. Provide a more intense instructional delivery system to the remaining students.
3. Construct an Exit policy that does not tolerate behavioral problems.
4. Students receive individualized, whole group and small group instruction with special emphasis on vocabulary development and reading comprehension.
5. Emphasize parent involvement in working with students at all reading levels.

Evaluation:

FCAT results and special focus on the Norm-referenced gain scores.

Professional Development Aligned with this Objective:

Pre-planning Workshops (August) taught by district and school level coaches with special focus on comprehension and vocabulary.
Throughout the school year district supervisors and contracted experts in the field will provide the latest research to staff for implementation.

BUDGET: [Ensure that the school improvement budget is adequate to support the programs and strategies (may use multiple fund sources). List dollar amounts for each goal.]

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)	Read 180 Accelerated Reader	District ESE Grants SAC	10,000	
Research-Based Resource(s) (i.e., websites, assessment tools)	Site licenses for Read 180	District Grants SAC	10,000	
Technology	Three computer labs for Read 180. Support for	District SAC	15,400	

* This planning tool was adapted from Marion County’s Planning Tool.

	AR			
	Training for Read 180			
	Content Enhancement routines			
Professional Development	Literacy Strategies	Florida Reading Initiative		
Other				
		Total:	35,400	

READING ELEMENTS

Highly Qualified Certified In-Field Instructors:

Cheryl Thorn is Lincoln's reading coach. She is reading-endorsed and is receiving additional training so that she will be able to provide additional site-based training and support for our teachers. Gayon Bramwell, Naomi Williams, Donna Reid, and Wanda Moffett are Lincoln's reading and decoding teachers. All of the other teachers are working towards their reading endorsement.

GOALS

MATHEMATICS

Needs Assessment:

The results of the last two years' FCAT Math scores are as follows: In 2005 (2006), **2007 & (2008)**, 40%, (25%), **36%, (36%)**, of Lincoln's 6th-graders scored a Level 1 on the math portion of the FCAT and 11%, (14%), **13%, (12%)**, scored a Level 2. Of the 7th-graders, 39%, (29%), **22%, (25%)**, scored a Level 1, while 10%, (15%), **10%, (16%)**, scored a Level 2. In the 8th grade, 33%, (28%), **27%, (17%)**, of the students scored a Level 1 and 15% (14%), **13%, (19%)**, scored a Level 2. In 2005 69% of all students showed learning gains in math.

Mathematics Goal Statement:

1. Objective:

65% or greater of all Students With Disabilities will show at least a 10% increase in developmental scores as measured by the FCAT-SSS in mathematics, **OR** will have a 10% decrease on Level 1 or Level 2 FCAT-SSS mathematics scores.

Strategies:

These are actions to be taken in order to achieve the objective. Be specific and align to NAYP subgroups. List strategies in priority order.

1. Provide supplementary math curriculum for students scoring in the lowest quartile on the FCAT that involve manipulatives and life situations.
2. Increase the use of cooperative learning strategies in math.
3. Provide opportunities for in-service workshops to assist teachers in meeting the needs of students functioning below grade level.
4. Emphasize FCAT strategies across all content areas and provide opportunities for FCAT practice.
5. Upgrade computer labs to provide students with the opportunity to access FCAT Explorer, Brainchild.com, and Mathwords.com during the school day through the math curriculum.
6. Implement and expand mentoring and tutoring through CHAMPS, Take Stock in Children, Gatortrax, and University of Florida student volunteers.
7. Allocate resources to improve pupil:teacher ratio.
8. Utilize computer lab to better support mathematics instruction.
9. Use of SmartBoard technology in delivery of instruction.

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific—some schools are required to provide data periodically to the state to document progress in meeting your stated objectives.

Use FCAT math scores to evaluate student progress. Each subgroup as identified by AYP that did not meet the proficiency target will show a 10% decrease in the number of all students in all sub groups scoring a Level 1 or Level 2 on the FCAT mathematics assessment.

Research-Based Program:

Identify the research-based mathematics program used to instruct each subgroup.

Lincoln will use the math curriculum adopted by the district.

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

Math teachers will receive training on how to incorporate literacy strategies through math. Math teachers will use monthly departmental meetings to share/demonstrate strategies. They will also receive training on how to access internet sites and utilize them in their classrooms.

2. Objective:

56% of all students will score at Level 3 or greater on the FCAT math.

Strategies:

These are actions to be taken in order to achieve the objective. Be specific and align to NAYP subgroups. List strategies in priority order.

1. Provide supplementary math curriculum for students scoring in the lowest quartile on the FCAT that involve manipulatives and life situations.
2. Increase the use of cooperative learning strategies in math.
3. Provide opportunities for in-service workshops to assist teachers in meeting the needs of students functioning below grade level.
4. Emphasize FCAT strategies across all content areas and provide opportunities for FCAT practice.
5. Provide students with the opportunity to access FCAT Explorer, Brainchild.com, and Mathwords.com during the school day through the math curriculum.
6. Implement and expand mentoring and tutoring through CHAMPS, Take Stock in Children, Gatortrax, and University of Florida student volunteers.
7. Allocate resources to improve pupil:teacher ratio.
8. Update computer lab to better support mathematics instruction.
9. Mu Alpha Theta and Mathcounts math competition clubs.

BUDGET:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)				
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology	Computers/math lab FCAT Explorer Brainchild.com Mathwords.com Glencoe website Holt website Wiring to support additional computers and/or a wireless	District SAC Grants		40,000

* This planning tool was adapted from Marion County's Planning Tool.

	connection (both computer and electrical).			
Professional Development	Training in literacy strategies for math teachers. CRISS strategies Content Enhancement Routines AIMS	District Project Central SAC Grants	2,500	
Other				
		Total:	2,500	40,000

MATHEMATICS ELEMENTS

Highly Qualified Certified In-Field Instructors:

Provide a list of and a brief narrative about the certified quality instructors in mathematics. List the instructors by name, assignment and certification area, as well as any related endorsements.

All of Lincoln's math teachers are certified to teach middle school mathematics. Rochelle McTureous is a National Board Certified teacher, Linda Byrd has two Bachelor of Science degrees (accounting and education) Margaret Chodosh has an MEd in math education and an EdS in Curriculum and Instruction, Liz Coleman-Hayes has a Bachelor of Science in math and an MEd in education, Jeanne Herold has a Bachelor of Arts in math education, and George Pringle graduated from Mico Teachers' College in Jamaica with certification to teach secondary physics, chemistry, biology, and mathematics. Andy Aulick has a BA in math education.

GOALS

WRITING

Needs Assessment:

The 8th-grade students were tested on the FCAT Writing in 2008. Under the grading system with the proficiency level at a score of 3.5, 90% of the students were at proficiency in expository writing and persuasive writing, combined.

Writing Goal Statement:

Provide general statements of intent for improvement that is of a long-term nature.

To increase writing proficiency among all student subgroups as identified by NCLB.

Objective:

The objective must be measurable and align with state requirements... to improve student performance by 1%.

All students in all subgroups as defined by NCLB will make a minimum gain of 1% on Florida Writes!

Strategies:

Focus on a few specific strategies for which you can collect comparable data to assess progress.

1. Emphasize Write Traits program for grammar development.
2. Students on grade level (Level 3) will use the Elements of Language textbook. Inservice opportunity will be provided before pre-planning 2008.
3. Purchase Expressive Writing workbooks to use with sixth grade students.
4. Increase student accessibility to computers in order to give them opportunities to write, edit, and rewrite using current technology.
5. Incorporate writing across the curriculum.
6. Encourage students to enter writing competitions through class writing activities across the curriculum.
7. Emphasize FCAT writing strategies and rubrics across the curriculum.
8. Utilize Inspiration software to show students how to organize notes and prewriting strategies.
9. Continue to provide teacher training in scoring rubrics.

Evaluation:

We will evaluate FCAT writing scores of the 8th-grade students. All students will take at least two practice FCAT writing tests evaluated according to the FCAT rubric.

Research-Based Program:

Identify the research-based program used to teach writing.

Write Traits and Expressive Writing are research-based programs.

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities for training teachers to teach writing.

Teachers will continue to receive training in writing across the curriculum. Teachers will also receive training in the FCAT essay scoring rubric.

BUDGET:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
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Research-Based Program(s) (Instructional Materials)	Expressive Writing	SAC District ESE	1,200	
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology	Computers Smart Boards Printers			25,000
Professional Development	CRISS strategies Training in writing across the curriculum			
Other				
		Total:	1,200	25,000

GOALS

SCIENCE

Needs Assessment

The Lincoln science labs have not been updated for the past 23 years. Some improvement has been made to internet access and ventilation systems for some classrooms, but not all. Improvements to electrical service to support the technical and technological equipment needed for the science curriculum still need to be made, as well as safety of gas lines.

Goal Statement:

Provide statements of intended improvement that are of a long-term nature.

To increase the proficiency of all student subgroups as identified by NCLB.

OBJECTIVES FOR SCIENCE

1. **Objective:** The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Refer to Guidance document regarding SMART objectives.

Students in 8th grade will meet or exceed district or state averages on FCAT Science.

Strategies: These are actions to be taken in order to achieve the objective. List strategies in priority order.

1. Emphasize reading and math concepts through science curriculum.
2. Implement a co-teach model to include ESE students in regular education science classes.
3. Continue to encourage participation in the annual science fair at the school, district, and regional level.
4. Explore funding sources to purchase more materials and equipment for the science department.
5. Encourage student participation in SPICE, SECME, Gatortrax, Science Fair, and middle school Science Bowl.
6. Utilize field trip opportunities to teach and illustrate science concepts.
7. Emphasize FCAT strategies within the science curriculum to improve analytical skills.
8. Utilize writing strategies within the science curriculum.
9. Provide opportunities for students to attend demonstrations and lectures from guest speakers.
10. Institute a Science Exploration night for families.
11. Encourage a school-wide science event other than Science Fair, such as a field trip, demonstrations and lectures from guest speakers, curricula such as forensics and/or ecology.

Evaluation:

We will evaluate student scores on the 8th-grade science FCAT. Students will take at least one school-wide practice test and test results will provide information on areas of strengths and weaknesses.

Research-Based Program:

Identify the research-based science program used.

Along with the entire district, Lincoln teaches three levels of science. These levels are earth, life, and physical science for the 6th, 7th, and 8th grades, respectively. All science teachers use an inquiry-based approach to teach.

Professional Development Aligned with this Objective: Identify specific training, along with a timeline of professional development activities.

Professional development for curriculum mapping to increase retention between the grade levels/science topics. Inservice in technology training for using technology probes.

BUDGET

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s)				

(Instructional Materials)				
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology	Computers Software for the science curriculum. Wireless connection in the science classrooms. Improved electrical services in the science classrooms.	SAC District Grants		40,000
Professional Development				
Other				
		Total:		40,000

SCIENCE ELEMENTS

Highly Qualified Certified In-Field Instructors

Provide a list of and a brief narrative about the certified quality instructors in science. List the instructors by name, assignment and certification area, as well as any related endorsements.

Rutha Ellis, Roberta Harbrucker, May Steward, Nate Stewart, Juan Felipe Echeverri, and Adrienne Thieke are all certified in the area of middle school science. Rutha Ellis is the department chair and has more than thirty years of teaching. Roberta Harbrucker has more than 20 years of teaching experience and is the school coordinator for the science fair. She is the former science curriculum supervisor for the county.

GOALS

PARENTAL INVOLVEMENT

Needs Assessment:

Identify needs based on parent input, parent surveys or other measures of parent involvement.

Parents of major program students do not attend PTA meetings in large numbers. Parents of major program students do not hold any offices in the PTA or SAC.

Goal Statement:

To increase the involvement of parents of major program students.

OBJECTIVES FOR PARENTAL INVOLVEMENT

Objective:

Objective must be measurable.

There will be a 100% increase in involvement of major program parents with the PTA/SAC.

Strategies:

These are actions to be taken in order to achieve the objective. List strategies in priority order. Focus on a few specific strategies for which you can collect comparable data to assess progress.

1. Hold parent activity nights every nine weeks for the Major Program Advanced Studies.
2. Organize father/son day to allow fathers and male mentors to spend the day with at-risk boys.
3. Continue family literacy nights.
4. Provide programs such as family literacy nights in community venues.
5. Contact local churches and invite members to become involved in school activities.
6. Allow the band and chorus to perform at local community venues.
7. Inform parents of school activities during sporting events.
8. Provide information to parents about parenting skills, issues facing middle school students, and technology.

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific—some schools are required to provide data periodically to the state to document progress in meeting your stated objectives.

Attendance will be taken and monitored at SAC and PTA meetings.

BUDGET

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)				
Research-Based Resource(s) (i.e., websites, assessment tools)				

Technology				
Professional Development				
Other	Funding for breakfast and dinner meetings.	SAC PTA	2,000	
		Total:	2,000	

ADDITIONAL INFORMATION REQUIRED

Develop at least one goal for each additional goal shown below:

Additional areas your plan must address (1001.42(16)(a))

- **School safety and discipline strategies**
- **Technology**
- **Student health and fitness** (including physical fitness, parental information on student health and fitness, and indoor environmental air quality).

You may have school-specific goals you wish to add. Your district may wish to assist you with completing this section with district-specific information related to these goals.

1. Goal Statement

To provide an atmosphere of school and classroom management that empowers all members of the Lincoln community to actively promote student health, safety and civil rights.

Goal Description

Develop an improved Timeout system to deal with Level I infractions. A progressive list of consequences will be provided as a guide for dealing with repeated misbehavior.

2. Goal Statement

Improve Lincoln’s technology infrastructure.

Goal Description

Provide for more electrical outlets in classrooms to support additional computers, and add to the wireless network for internet connections.

3. Goal Statement

** This planning tool was adapted from Marion County’s Planning Tool.*

Promote physical fitness and good nutrition for the students. We will ensure safe indoor environmental air quality throughout the school. Good indoor environmental quality (IEQ) by ensuring clean and dry conditions, sufficient amounts of ventilation, and control of hazardous chemicals.

Goal Description

Increase student involvement in physical activities, instruct students about the importance of good nutrition and hygiene, and limit student access to unhealthy food while on campus.

In regards to the physical plant, any health concerns that are believed to be building-related will be reported to the principal, preferably in writing. The principal will follow up as per district policy. IEQ concerns will be minimized by focusing on prevention. When problems arise, the site-based instructional and custodial staff will attempt to identify and resolve common problems. The principal will bring in district-level facility/environmental management support as necessary. Among the greatest challenges is managing relative humidity keeping warmer temperatures in classrooms during the cool season to keep the building dry and above outdoor dew point temperature. Preventing dust accumulations will reduce the burden of allergens for which people will be exposed. Chemicals will be used and stored with safety and ventilation in mind.

Strategies

Teachers will:

Report musty or moldy smells to the principal.

Only use approved carpets and furnishings in their classrooms.

Keep doors and windows closed to ensure that the outdoor air entering the building is dehumidified and filtered by the heating, air conditioning and ventilation systems.

Keep food managed to prevent pest allergens.

Maintain stored instructional material in a way that promotes easy housekeeping.

Properly store chemicals and do not bring chemicals to work from home.

Ensure that exposure to pet allergens is minimized.

Promptly report moisture spills on carpet.

Deodorizers are not advisable for classroom use.

Sinks are to be run weekly to keep drains traps from allowing sewer gases and pests from entering.

Check under sinks for leaks.

Report large stains on ceiling tiles to the principal.

The custodial staff will:

Check all air filters monthly and replace as needed.

Keep all supply and return air grills dust-free.

Walk-off systems such as mats are kept at all entrances.

Ensure that all restroom exhaust fans are operational and dust-free.

Maintain all HVAC rooms are free of cobwebs and storage, and floors are kept clean.

Inspect all spaces for moisture problems prior to re-occupying classrooms after extended breaks.

Periodically check vacuums for belt breakage.

Ensure that elevated surfaces are dusted.

Floor drains are filled with approximately 1 quart of water weekly.

Sinks are run weekly when school is on extended break (summer).

Mop water should be changed whenever the bottom of the bucket is not visible.
 Carpet must not stay damp for more than 12 hours to prevent mold growth.
 The areas around the HVAC system outdoor intake vent is kept clean, dry and pest-free.
 Ensure that mopping, carpet hot water extraction, thorough vacuuming and dusting is performed according to school schedule.

Each year as part of the annual safety, casualty, and sanitation inspection, the school will be screened for moisture problems, housekeeping problems, and chemical storage problems. The safety inspector will receive specific training in assessing moisture problems, in addition to his/her standard training on housekeeping and chemical storage inspection.

The maintenance department will annually screen HVAC systems for proper operation and adequate ventilation. The maintenance department will collect temperature and relative humidity of data for a minimum of seven days each year to show that the HVAC systems are capable of controlling relative humidity and that temperature settings are within recommended guidelines. The maintenance department will keep records of all HVAC preventative maintenance, including filter changes, inspection of outdoor air intakes for adequate ventilation, and unit cleaning.

SAC MEMBERS:

List SAC members by name and identify position/role of each person.

Don Lewis, principal
 Roberta Harbrucker, SAC chair and teacher
 Nate Stewart, SAC vice-chair and teacher
 Shellie Berkelhammer, SAC secretary and teacher
 Monique Driskell-Jones, parent
 Roger Chistain - parent
 Julie Garrish, parent
 Tracy Monds, career service
 Carrie Parker-Warren, community member
 Ora White, community member
 Darrell Johnson, community member

FINAL BUDGET (This table on the on-line template will automatically aggregate all previous budget tables.)

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)				

Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology				
Professional Development				
Other				
		Total:		

IMPLEMENTATION EVALUATION (Previously adequate progress)

- Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts by addressing such questions as:
 - Was the school improvement model implemented as planned and designed and was it effective?
 - Was the instructional focus calendar implemented as scheduled? What problems were encountered?
 - Were all teachers providing effective explicit instruction that addressed the FCAT-tested SSS benchmarks? What problems were encountered?
 - Were focus lessons, mini-lessons and maintenance lessons that addressed the FCAT-tested SSS benchmarks made available to teachers and used by them? What problems were encountered?
 - Were progress monitoring mini-assessments correlated to focus lessons and the FCAT-tested SSS benchmarks used to determine mastery of benchmarks during the scheduled calendar time? Did teachers use disaggregated student achievement data to redesign instruction? What problems were encountered?
 - Which and how many students were assigned to and participated in remediation or enrichment activities before, after and during the school day? Did remediation activities result in eventual mastery of the benchmarks? What problems were encountered?
 - How often did administrators visit classrooms to monitor implementation of focused instruction? What did they find? What was done with their findings? What problems were encountered?
 - Were all planned professional development activities conducted? How many and what percent of staff attended? Did participants feel the activities were worthwhile? How did participants use the knowledge and skills from the activities to improve instruction and student achievement? What problems were encountered?
 - Have school improvement efforts addressed required State Board of Education and district intervention and assistance requirements?

- Does feedback from reviewers show that all required progress reports were completed with adequate and appropriate information and submitted on time?

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