

Leon County Schools

# Lincoln High School



## 2019-20 School Improvement Plan

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# Lincoln High School

3838 TROJAN TRL, Tallahassee, FL 32311

<https://www.leonschools.net/lincoln>

## Demographics

**Principal: Allen Burch**

Start Date for this Principal: 7/1/2009

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	34%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grade</b>	2018-19: B
<b>School Grades History</b>	2017-18: B 2016-17: B 2015-16: C 2014-15: A 2013-14: A
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Jeff Sewell</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	

<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

### SIP Authority

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

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

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

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

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

The educational setting at Lincoln High School fosters flexible, comprehensive, and challenging academic and extra-curricular programs which maximize each student's potential. Lincoln graduates will be productive, contributing members of society who have a strong sense of personal responsibility, a sense of national citizenship, a life-long love of learning, and a respect for the diverse contributions of all.

#### Provide the school's vision statement

The educational setting at Lincoln High School fosters flexible, comprehensive, and challenging academic and extra-curricular programs which maximize each student's potential. Lincoln graduates will be productive, contributing members of society who have a strong sense of personal responsibility, a sense of national citizenship, a life-long love of learning, and a respect for the diverse contributions of all.

Our Beliefs are

- to recruit and retain enthusiastic, highly-qualified faculty and staff members who are dedicated to creating an environment where all students can learn and are valued.
- to provide the highest quality academic instruction possible.
- to create a well-balanced learning community that encourages students to utilize critical thinking skills in problem solving and to develop time management skills to accomplish goals.
- to model and encourage, for students, a love of life-long learning, a sense of personal responsibility, and a respect for each other.
- to ensure that every student graduating from Lincoln has been given the opportunity to explore career and educational options and has been given guidance in making his/her post-secondary decisions.
- to prepare students to become proactive, productive citizens willing to improve their society as a whole.
- to encourage students to become citizens by volunteering in the community. Participation in this endeavor will allow them to develop leadership skills, an appreciation for all segments of society, and a knowledge that they can make a contribution to the well-being of the community at large.

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Burch, Allen	Principal	Dr. Burch is supported by three assistant principals and two deans. The principal has designated specific responsibilities to each assistant principal and dean, which is broadly described through attendance, curriculum, and student services. Additional duties may be assigned to any member of the administrative team as situations dictate. All administrators participate in monthly faculty professional develop and are assigned teacher observation duties.
Demps, Arva	Assistant Principal	Assistant Principal of Discipline
Sumner, Melissa	Assistant Principal	Assistant Principal of Administration
Tibbitts, Jen	Dean	Dean of Attendance
McQuade, Anthony	Assistant Principal	Assistant Principal of Curriculum
Monroe, Brent	Dean	Dean of Discipline

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	503	482	543	446	1974
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	46	71	91	66	274
One or more suspensions	0	0	0	0	0	0	0	0	0	0	4	3	0	2	9
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	12	36	59	39	146
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	84	85	114	52	335

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	21	35	52	25	133

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

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

**FTE units allocated to school (total number of teacher units)**

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

Tuesday 9/10/2019

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	36	58	73	77	244
One or more suspensions	0	0	0	0	0	0	0	0	0	0	2	3	2	7
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	16	53	60	60	189
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	78	107	79	53	317

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	14	45	38	27	124

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	71	65	107	72	315
One or more suspensions	0	0	0	0	0	0	0	0	0	62	37	38	16	153
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	12	36	59	39	146
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	84	85	114	52	335

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	14	45	38	27	124

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	63%	57%	56%	62%	57%	56%
ELA Learning Gains	52%	52%	51%	56%	52%	53%
ELA Lowest 25th Percentile	38%	40%	42%	41%	37%	44%
Math Achievement	60%	56%	51%	54%	52%	51%
Math Learning Gains	43%	47%	48%	41%	42%	48%
Math Lowest 25th Percentile	45%	47%	45%	44%	42%	45%
Science Achievement	65%	67%	68%	66%	64%	67%
Social Studies Achievement	81%	82%	73%	73%	77%	71%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	503 (0)	482 (0)	543 (0)	446 (0)	1974 (0)
Attendance below 90 percent	46 (36)	71 (58)	91 (73)	66 (77)	274 (244)
One or more suspensions	4 (0)	3 (2)	0 (3)	2 (2)	9 (7)
Course failure in ELA or Math	12 (16)	36 (53)	59 (60)	39 (60)	146 (189)
Level 1 on statewide assessment	84 (78)	85 (107)	114 (79)	52 (53)	335 (317)

**Grade Level Data**

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	64%	58%	6%	55%	9%
	2018	65%	60%	5%	53%	12%
Same Grade Comparison		-1%				
Cohort Comparison						
10	2019	62%	57%	5%	53%	9%
	2018	61%	58%	3%	53%	8%
Same Grade Comparison		1%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison



SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	63%	70%	-7%	67%	-4%
2018	65%	69%	-4%	65%	0%
Compare		-2%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	81%	81%	0%	70%	11%
2018	73%	79%	-6%	68%	5%
Compare		8%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	56%	69%	-13%	61%	-5%
2018	52%	71%	-19%	62%	-10%
Compare		4%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	67%	-6%	57%	4%
2018	56%	60%	-4%	56%	0%
Compare		5%			

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	28	41	37	31	50	40	26	64		85	24
ELL		55		50				80			
ASN	75	54		88	42		94	95		100	82
BLK	48	49	37	42	43	36	45	61		90	35

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
HSP	61	63	71	70	57	69	58	90		92	71
MUL	62	43		52	32	36	55	83		100	61
WHT	73	54	34	71	43	48	78	92		94	68
FRL	42	43	36	46	43	38	45	63		87	34

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	30	43	25	31	52	45	40	41		79	23
ELL	50	44		60							
ASN	73	68		88	54		73	78		89	82
BLK	42	47	35	38	40	39	42	52		86	38
HSP	64	57	36	57	36		77	92		100	61
MUL	74	57	53	69	48		67	88		87	69
WHT	75	63	53	63	41	43	83	80		94	65
FRL	41	43	31	42	39	38	49	52		82	38

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	669
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	65

<b>English Language Learners</b>	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
<b>White Students</b>	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## **Analysis**

### **Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The ELA Lowest 25th Percentile showed the lowest performance. This trend was reflected across all subgroups and dropped three percent from the 2018 data. Contributing factors include attendance rates and teacher change mid-year.

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

The ELA Lowest 25th Percentile showed the greatest decline from the prior year. As noted above, attendance and a mid-year teacher change are factors contributing to this data.

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

Math Learning Gains had the greatest gap when compared to the state average; however, this data component showed a two percent improvement from the 2018 data and a five percent improvement from the 2017 data, indicating an upward trend. Implementing the Algebra IA/IB curriculum as well as other algebraic supplements and support contribute to this trend.

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

Social Studies Achievement showed the most improvement, with an eight percent increase from the previous year's data. Reading support, cross-curricular planning, and coordinated planning and assessments contributed to this positive trend.

#### **Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

There is a proportionally large representation of level one students in grades 9 and 10.

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

1. ELA Lowest 25th Percentile
2. Algebra
3. Biology

- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Critical Reading and Text-Based Writing
<b>Rationale</b>	The standards and assessments for English/Language Arts and the Florida Standards Assessment both emphasize these areas of instruction.
<b>State the measurable outcome the school plans to achieve</b>	Lincoln students will continue to score above the state and district average in ELA learning gains and will match the state average in ELA bottom 25th percentile.
<b>Person responsible for monitoring outcome</b>	Allen Burch (burcha@leonschools.net)
<b>Evidence-based Strategy</b>	<p>Students will continue to improve in critical reading and text-based writing, both in the classroom and on the Florida Standards Assessment for English/Language Arts.</p> <p>Implement the following strategies into everyday English/ Language Arts instruction to support critical reading and text-based writing:</p>
<b>Rationale for Evidence-based Strategy</b>	<ul style="list-style-type: none"> <li>- Common-Lit: FSA ELA Standards-based fiction and non-fiction supplements.</li> <li>- New ELA: FSA ELA Standards-based non-fiction supplements.</li> <li>- HMH Collection textbooks with FSA ELA standards-based supplemental material.</li> </ul>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Yearlong professional development</li> <li>2. Classroom observations</li> <li>3. Lesson plans</li> <li>4. Progress monitoring assessments including STAR assessment tool for bottom 25%</li> <li>5. Teacher gradebooks</li> </ol>
<b>Person Responsible</b>	Allen Burch (burcha@leonschools.net)

<b>#2</b>	
<b>Title</b>	Student Graduation Rate
<b>Rationale</b>	Student graduation requirements, including test performance, continue to become more demanding.
<b>State the measureable outcome the school plans to achieve</b>	Provide students additional opportunities to meet graduation requirements.
<b>Person responsible for monitoring outcome</b>	Allen Burch (burcha@leonschools.net)
<b>Evidence-based Strategy</b>	Identify students who meet the requirements for additional opportunities and provide them with these opportunities at least once per semester.
<b>Rationale for Evidence-based Strategy</b>	In addition to curriculum mapping, which will provide additional support for students who struggle on state assessments, additional opportunities will be provided for concordant scores.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. ACT School Day Administration (Fall 2019)</li> <li>2. SAT School Day Administration (Spring 2020)</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Allen Burch (burcha@leonschools.net)

<b>#3</b>	
<b>Title</b>	Algebra and Geometry
<b>Rationale</b>	The percentage of our bottom 25% making learning gains has improved and data shows growth in students achieving Level 3 or higher on the FSA Algebra I and Geometry EOCs, however, Lincoln High School math learning gains are below the state and district average.
<b>State the measureable outcome the school plans to achieve</b>	Lincoln will match or exceed the district and State Math achievement levels as measured by the FSA EOC in Algebra I and Geometry.
<b>Person responsible for monitoring outcome</b>	Allen Burch (burcha@leonschools.net)
<b>Evidence-based Strategy</b>	Supporting our 9th and 10th grade students in the lowest 25% using the Algebra IA and IB curriculum. Additionally, implementing the "All Things Algebra" in combination with Math Nation to build algebraic skills.
<b>Rationale for Evidence-based Strategy</b>	Implement Math Nation into everyday Algebra and Geometry instruction to support student learning and achievement:
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Yearlong professional development</li> <li>2. Classroom observations</li> <li>3. Lesson plans</li> <li>4. Progress monitoring assessments</li> <li>5. Teacher gradebooks</li> </ol>
<b>Person Responsible</b>	Allen Burch (burcha@leonschools.net)

<b>#4</b>	
<b>Title</b>	Biology
<b>Rationale</b>	Science achievement for Lincoln High School was below the State and District average. While this is measured in Biology scores, biological concepts are fundamental to the Science curriculum.
<b>State the measureable outcome the school plans to achieve</b>	Lincoln students will score above the district average and will match the State average in Science achievement.
<b>Person responsible for monitoring outcome</b>	Allen Burch (burcha@leonschools.net)
<b>Evidence-based Strategy</b>	Students will apply text-based evidence in support of biological concepts on the EOC. Students will be given activities, labs, projects, and assignments which involve more scientific readings; assignments that contain a wide array of question types that cover the state assessment goals; and more graphical analysis of data on homework, test,s and quizzes.
<b>Rationale for Evidence-based Strategy</b>	Implement the following strategies into everyday Biology instruction to support biological concepts: - County-based progress monitoring assessments - County-wide pacing guide - Pearson textbook-supplied resources
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Yearlong professional development</li> <li>2. Classroom observations</li> <li>3. Lesson plans</li> <li>4. Progress monitoring assessments</li> <li>5. Teacher gradebooks</li> </ol>
<b>Person Responsible</b>	[no one identified]



<b>#5</b>	
<b>Title</b>	US History
<b>Rationale</b>	Lincoln High School Social Studies Achievement, while above the state average, is below the district average.
<b>State the measurable outcome the school plans to achieve</b>	Lincoln will match the district and State Social Studies achievement levels as measured by the Florida Standards Assessment in United States History.
<b>Person responsible for monitoring outcome</b>	Allen Burch (burcha@leonschools.net)
<b>Evidence-based Strategy</b>	Students will continue to improve in achievement levels, both in the classroom and on the Florida Standards Assessment EOC, for United States History.
<b>Rationale for Evidence-based Strategy</b>	Implement the following strategies into everyday United States History instruction to support achievement levels: <ul style="list-style-type: none"> <li>- District-based progress monitoring</li> <li>- District-adopted textbook</li> <li>- Online access to MGrav-Hill Connect ED</li> </ul>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Yearlong professional development</li> <li>2. Classroom observations</li> <li>3. Lesson plans</li> <li>4. Progress monitoring assessments</li> <li>5. Teacher gradebooks</li> </ol>
<b>Person Responsible</b>	Allen Burch (burcha@leonschools.net)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

**Part IV: Title I Requirements**

**Additional Title I Requirements**  
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

Lincoln High School offers a variety of communication options to our stakeholders. This includes an updated website, weekly list serv, county sponsored student grade and attendance access, monthly principal newsletters, teacher websites, and a variety of social media, including Twitter.

**PFEP Link**

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

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

Lincoln employs five guidance counselors, assigned specific portions of our student body, who provide counseling and student services. In addition to the guidance counselors, Lincoln employs one graduation coach to work with seniors and at-risk juniors. Leon County Schools also provides additional support staff for specific student needs, as they arise, including a counselor that utilizes New Horizons curriculum for students who have been identified needing extra support. In addition, Lincoln High School encourages community partnerships with both academic and social/emotional agencies to work with our student body.

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

Lincoln provides a variety of support structures for incoming 9th grade students. Based on course requests, over 350 9th graders are invited to a summer camp prior to the school year. This camp helps familiarize the 9th graders with the campus, school expectations, and important study skills for high school. All 9th graders have a designated counselor, who meets individually with all students at least once before the end of the first semester. Finally, teaching assignments for 9th grade classes are based on teacher strengths, providing our 9th grade students with the most structured, skill-based teachers for the first year of high school.

Lincoln also provides a support structure for students after high school. Lincoln offers a variety of advanced level courses, including Advanced Placement and dual enrollment, as well as certification programs. Students have the opportunity to explore a wide range of fields, including technology, business, early childhood educations, aviation maintenance, culinary arts, and horticulture.

Throughout a student's four year high school experience, Lincoln's guidance department provides support to students, both individually and through large groups. Guidance provides grade specific information at annual parent nights, organizes career and college visits to Lincoln's campus, and meets with each student individually prior to registration.

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

Resources are allocated by the principal based on observations and discussions with all stakeholders, including parents, students, administrative team, teachers, and support staff. Committees have been established and responsibilities have been designated by the principal to various department chairs. Monthly meetings occur with these groups to discuss any potential needs.

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

The guidance department works directly with students to develop a productive educational plan. All 10th grade students, as well as 9th and 11th grade students enrolled in honors or Advanced Placement English are administered the PSAT, providing valuable data for future course offerings. Lincoln's guidance department also works with local colleges and universities to provide grade-level specific parent informational meetings.

<b>Part V: Budget</b>						
<b>1</b>	<b>III.A</b>	<b>Areas of Focus: Critical Reading and Text-Based Writing</b>				<b>\$8,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	369-Technology-Related Rentals	1091 - Lincoln High School	School Improvement Funds		\$8,000.00
			<i>Notes: The standards and assessments for English/Language Arts and the Florida Standards Assessment both emphasize these areas of instruction.</i>			
<b>2</b>	<b>III.A</b>	<b>Areas of Focus: Student Graduation Rate</b>				<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	730-Dues and Fees	1091 - Lincoln High School	School Improvement Funds		\$5,000.00
			<i>Notes: Student graduation requirements, including test performance, continue to become more demanding.</i>			
<b>3</b>	<b>III.A</b>	<b>Areas of Focus: Algebra and Geometry</b>				<b>\$4,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	140-Substitute Teachers	1091 - Lincoln High School	School Improvement Funds		\$3,000.00
			<i>Notes: Lincoln High School math learning gains are below the state and district average. While this is measured only in Algebra and Geometry scores, these foundational courses help determine students' future success in math.</i>			
	0000	120-Classroom Teachers	1091 - Lincoln High School	School Improvement Funds		\$1,000.00
			<i>Notes: Lincoln High School teachers leading summer training and preparation for students to enhance performance on EOC retakes.</i>			
<b>4</b>	<b>III.A</b>	<b>Areas of Focus: Biology</b>				<b>\$0.00</b>
<b>5</b>	<b>III.A</b>	<b>Areas of Focus: US History</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$17,000.00</b>