Leon County Schools

LINCOLN HIGH SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Leon County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and

2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team
For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the

school leadership team.

Leadership Team Member #1

Employee's Name
Allen Burch

Position Title
Principal

Job Duties and Responsibilities

Dr. Burch is supported by three assistant principals and one dean. 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.

Leadership Team Member #2

Employee's Name
Arva Demps

Position Title
Assistant Principal

Job Duties and Responsibilities

Assistant Principal of Attendance

Leadership Team Member #3

Employee's Name
Jennifer Tibbitts

Position Title
Assistant Principal

Job Duties and Responsibilities

Assistant Principal of Curriculum

Leadership Team Member #4

Employee's Name
Brent Monroe

Position Title
Assistant Principal

Job Duties and Responsibilities

Assistant Principal of Administration

Leadership Team Member #5

Employee's Name
Heather Thompson

Position Title
Dean

Job Duties and Responsibilities

No Answer Entered

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

All stakeholders are involved in the School Improvement Plan process. There are parents, teachers, students, administration and community members represented on the School Advisory Council. All come to a consensus to make decisions regarding student achievement, resources needed for technology and activities to incentivize student recognition such as honor roll, attendance and discipline achievement.

SIP Monitoring

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

SAC meets quarterly to discuss current topics pertaining to safety, student achievement, resources for technology and hiring retention when an emphasis on recruiting minority teachers. There is an Open Hearing to discuss the School Improvement Plan data, goals and implementation. Members and visitors have an opportunity to discuss and ask questions.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**56.6%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**30.2%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: C** **2022-23: B*** **2021-22: B** **2020-21:** **2019-20: B**

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	49	68	76	54	247
One or more suspensions	5	5	5	1	16
Course failure in English Language Arts (ELA)	27	38	28	17	110
Course failure in Math	68	65	98	54	285
Level 1 on statewide ELA assessment	94	92	122	72	380
Level 1 on statewide Algebra assessment	68	65	98	54	285

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	40	52	59	28	179

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	29	17	22	0	68
Students retained two or more times	12	10	11	2	35

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	55	53	55	52	51	50	55	55	51
ELA Grade 3 Achievement **									
ELA Learning Gains	49	53	57						50
ELA Learning Gains Lowest 25%	41	49	55						33
Math Achievement *	42	43	45	43	45	38	47	36	38
Math Learning Gains	35	42	47						40
Math Learning Gains Lowest 25%	38	38	49						31
Science Achievement *	53	61	68	54	65	64	58	47	40
Social Studies Achievement *	72	73	71	72	77	66	66	46	48
Graduation Rate	93	88	90	94	89	89	97	67	61
Middle School Acceleration								40	44
College and Career Readiness	63	62	67	60	61	65	58	75	67
ELP Progress	44	46	49	20	45	45	42		

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	53%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	585
Total Components for the FPPI	11
Percent Tested	95%
Graduation Rate	93%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
53%	56%	52%	44%		61%	57%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

		2023-24 ESSA SUBGROUP DATA SUMMARY		
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	35%	Yes	3	
English Language Learners	60%	No		
Asian Students	77%	No		
Black/African American Students	44%	No		
Hispanic Students	54%	No		
Multiracial Students	49%	No		
White Students	61%	No		
Economically Disadvantaged Students	45%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	37%	Yes	2	
English Language Learners	20%	Yes	2	1
Asian Students	66%	No		
Black/African American Students	51%	No		
Hispanic Students	57%	No		
Multiracial Students	65%	No		
White Students	72%	No		
Economically Disadvantaged Students	48%	No		

		2021-22 ESSA SUBGROUP DATA SUMMARY		
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	31%	Yes	1	1
English Language Learners	38%	Yes	1	
Native American Students				
Asian Students	67%	No		
Black/African American Students	44%	No		
Hispanic Students	47%	No		
Multiracial Students	53%	No		
Pacific Islander Students				
White Students	62%	No		
Economically Disadvantaged Students	43%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	55%		49%	41%	42%	35%	38%	53%	72%		93%	63%	44%
Students With Disabilities	13%		35%	34%	16%	23%	28%	30%	48%		98%	23%	
English Language Learners	47%		63%		50%	64%					90%		44%
Asian Students	78%		66%		71%	50%		92%	80%		100%	75%	
Black/African American Students	40%		37%	33%	29%	32%	41%	39%	56%		92%	44%	
Hispanic Students	46%		48%	61%	37%	42%	58%	44%	68%		83%	64%	46%
Multiracial Students	57%		61%	55%	39%	26%	17%	50%	60%		82%	44%	
White Students	66%		55%	44%	56%	35%	32%	66%	83%		96%	74%	
Economically Disadvantaged Students	38%		41%	40%	31%	31%	42%	40%	57%		89%	38%	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	52%				43%			54%	72%		94%	60%	20%
English Language Learners	13%				27%								20%
Students With Disabilities	19%				28%			34%	28%		97%	13%	
Asian Students	69%				27%			40%	84%		96%	82%	
Black/African American Students	39%				32%			39%	59%		94%	41%	
Hispanic Students	51%				38%			53%	60%		93%	48%	
Multiracial Students	58%				52%			50%	73%		91%	65%	
White Students	59%				53%			68%	84%		95%	72%	
Economically Disadvantaged Students	38%				32%			43%	52%		88%	36%	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	55%		50%	33%	47%	40%	31%	58%	66%		97%	58%	42%
English Language Learners	28%		47%	36%	40%	31%	30%	30%	50%		95%	23%	42%
Students With Disabilities	17%		33%	36%	25%	18%	20%	13%	33%				
Native American Students													
Asian Students	72%		67%		62%	45%		60%	50%		100%	82%	
Black/African American Students	39%		42%	33%	27%	37%	30%	40%	50%		97%	42%	
Hispanic Students	46%		38%	17%	40%	31%	31%	58%	51%		100%	56%	
Multiracial Students	57%		38%	10%	43%	32%		65%	75%		96%	58%	
Pacific Islander Students													
White Students	64%		56%	35%	63%	46%	38%	69%	77%		98%	70%	
Economically Disadvantaged Students	34%		42%	33%	28%	34%	32%	38%	45%		97%	43%	

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

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

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	52%	53%	-1%	53%	-1%
Ela	9	58%	50%	8%	53%	5%
Biology		52%	67%	-15%	67%	-15%
Algebra		31%	53%	-22%	50%	-19%
Geometry		45%	54%	-9%	52%	-7%
History		70%	72%	-2%	67%	3%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		14%	16%	-2%	16%	-2%
History		*data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		15%	16%	-1%	17%	-2%
Geometry		*data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The area that showed great improvement was in ELP progress, increasing from 20% FY23 to 44% FY24. The lower 25th percentile students were targeted and teachers implemented technology software to support students in small group instruction in reading and math classes to close learning gaps. Reading interventionists also pushed into and pulled out students from their English and math classes for additional support.

Another area that showed the most improvement was ELA achievement. Students participated in quarterly progress monitoring through standards- aligned county- made diagnostics. Teachers reviewed data from these assessments and adjusted instruction as needed. Students who fell into the bottom 25th percentile completed the STAR assessment to monitor their progress in reading fluency and comprehension. ELA interventionists worked inside of general English courses and also pull out students for additional support.

Lowest Performance

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

From the FY24 data, our lowest performance was Math Lowest 25th percentile. While reflecting the history of our metrics in math learning gains of the lowest 25th percentile, the data for FY24 falls into alignment with our history of showing the largest gain from the previous school years, moving from 19% (FY21) to 31% (FY22) and 38% (FY24). Our ESSA subgroup data review shows that our SWD students for FY24 ESSA Federal Index was 35%, which is the third consecutive year this subgroup is below 41%.

Greatest Decline

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

From the FY24, both math and science overall achievement had the greatest decline from the prior

school year, both declining by 1%. For the FY24, math achievement was 42% and science was 53%, both under the state average of 55% for math and 68% for science.

Greatest Gap

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.

From the FY24, ELA learning gains of the lowest 25th percentile and science achievement had the greatest gap when compared to the state average. 41% of our lowest 25th percentile in ELA earned passing scores compared to the state's 55%. 53% of our science students earned passing scores compared to the state's 68%.

EWS Areas of Concern

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

When looking at the EWS data, two areas of concern are our 11th grade ELA Level 1 and Math Level 1 and well as the substantial reading deficiency in 9th graders.

Highest Priorities

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

1. Math Learning Gains
2. ELA Learning Gains
3. Math Achievement
4. Science Achievement
5. Increasing SWD from FY24 35% ESSA Federal Index

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Lincoln will match or exceed the district (FY24=49%) and State (FY24=55%) Math achievement levels as measured by the Benchmarks for Excellent Student Thinking (B.E.S.T.) EOC in Algebra I and Geometry.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Students will complete quarterly progress monitoring through county-made standards- aligned diagnostics for Algebra 1 and Geometry. Math support designees will provide additional intervention by pulling out students from elective courses and working with students in Math courses.

Person responsible for monitoring outcome

Allen Burch (burcha@leonschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Supporting our 9th and 10th grade students in the lowest 25% using the Algebra IA and IB curriculum. Additionally, implementing the ALEKS online program which has differentiated learning

tailored specifically to each student to help build algebraic skills.

Rationale:
The ALEKS program comes with the adoption of our new textbooks. The ALEKS program claims "through adaptive questioning, ALEKS accurately assesses a student's knowledge state and then delivers targeted instruction on the exact topics the student is most ready to learn." We will implement ALEKS into the Algebra and Geometry instruction to support student learning and achievement.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Lincoln's reading and writing achievement scores were equal to the State (FY24=55%) and above the District average (FY=52%), however our learning gains of the lowest 25th percentile are lower that then State (FY24=55%) and district (FY24=49%) at 41%. While this is measured in FAST ELA scores, reading comprehension and writing skills are fundamental to success in every subject.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Lincoln students will score above the state and district average in ELA learning gains and will match the state average in ELA bottom 25th percentile.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Students will participate in regular progress monitoring through the three administrations of the FAST Progress Monitoring—one in the fall, one in the winter, and the final one in the Spring. Teachers will review data from these assessments and adjust instruction as needed. Students who fall into the bottom 25% will also receive intervention through our literacy department for additional support.

Person responsible for monitoring outcome
Allen Burch (burcha@leonschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Students will continue to improve in critical reading and text-based writing, both in the classroom and on the Florida Assessment of Student Thinking for English/ Language Arts.

Rationale:
Implement the following strategies into everyday English/Language Arts instruction to support critical reading and text-based writing: -B.E.S.T. ELA Standards-based fiction and non-fiction supplements. -County-developed progress monitoring in reading comprehension and data analysis to guide instruction -Tier 2 & 3 Interventions

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining

how it was identified as a crucial need from the prior year data reviewed.

Science achievement for Lincoln High School was below the State (FY24= 68%) and District (FY24=61%) average. While this is measured in Biology scores, biological concepts are fundamental to the Science curriculum.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Lincoln students will score above the district average and will match the State average in Science achievement.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Students will complete quarterly standards-based county-made diagnostic progress monitoring assessments.

Person responsible for monitoring outcome
Allen Burch (burcha@leonschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
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, tests, and quizzes.

Rationale:
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

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Lincoln High School Social Studies Achievement, while above the State (FY24=71%) average, is below the district (FY24=73%) average.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Lincoln will match the district and State Social Studies achievement levels as measured by the Florida Standards Assessment in United States History.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Students will complete quarterly progress monitoring to assess their level of skill. Teachers will adjust their instructional practices as needed based on the data from these assessments.

Person responsible for monitoring outcome
Allen Burch (burcha@leonschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Students will continue to improve in achievement levels, both in the classroom and on the Florida Standards Assessment EOC, for United States History.

Rationale:
Implement the following strategies into everyday United States History instruction to support achievement levels: - District-based progress monitoring - District-adopted textbook - Online access to MGraw-Hill Connect ED

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale
Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Lincoln's graduation rate (FY24=93%) is higher than both the State (FY24=90%) and the District (FY24=88%). However, our graduation rate is down from the previous two years, FY23=94% and FY22=97%.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will continue to increase our graduation rate from the 93% by providing students additional opportunities to meet graduation requirements.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Students will receive the opportunity to earn a concordant score through the ACT or SAT. Students will have additional opportunities for test prep tutoring by teachers. Lincoln's graduation coach will periodically check in with targeted students to ensure all students have multiple opportunities throughout the school year.

Person responsible for monitoring outcome

Allen Burch (burcha@leonschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Identify students who meet the requirements for additional opportunities and provide them with these opportunities at least once per semester.

Rationale:

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.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #6

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In FY24, most school grade components increased for Lincoln High School, however our SWD students decreased from the prior year, making this subgroups the lowest in all school grade components.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We plan to improve in all school grade components by 5%; showing significant growth in our subgroup data for our SWDs to increase from 31% from the FY24 to closer to the ESSA threshold.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will occur through classroom walkthroughs, teacher evaluations, data chats, and PD agendas and sign ins.

Person responsible for monitoring outcome

Allen Burch (burcha@leonschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

These strategies will align with strategies to improve instructional practice specifically related to differentiation: 1. Identify targeted lower 25% students 2. Implement technology software Imagine Learning, Power Up, IXL 3. Implement small group instruction in reading and math classes to differentiate and close gaps 4. Reading interventionist will push into and pull out of English 1 and 2 as well as Algebra 1 and Algebra 1B 5. Professional development on effective differentiation strategies in classroom implementation to result in academic achievement for subgroups as well as closing foundational gaps. 6. Implement year round tutorials to help support academic achievement 7. Remediation through pull out tutorials 8. Monitoring through walkthroughs, teacher evaluations, school and teacher data, data chats, and PD agendas and sign ins

Rationale:

In school tutorial groups gives us the opportunity to strategically cover academic deficiencies in all content areas in a small group setting. Additionally, using various software programs like Imagine Learning, Power Up, and IXL, allows teachers and administration to monitor data and student achievement throughout the strategic interventions and use the data to inform instruction and plan for small groups. Lastly, providing good professional development opportunities allows teachers to

collaborate and implement effective teaching methods targeting subgroup populations such as our ELLs.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:
List the action steps that will be taken to address this Area of Focus or implement this intervention.
Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

IV. Positive Culture and Environment

Area of Focus #1
Student Attendance

Area of Focus Description and Rationale
Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Students need to be in school, everyday, to learn and make gains.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Data from EWS shows for FY24 Lincoln High School had 68 freshmen, 89 sophomores, 106 juniors, and 77 seniors who had attendance below 90%, for a total of 304 students at Lincoln. We will use our school's policies to track students attendance and implement attendance contracts for students who have more than 5 unexcused absences. We hope to lessen the number of students who have attendance below 90% by 10%.

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This Area of Focus will be monitored for the desired outcome by having our attendance department,

as well as guidance counselors, monitor student attendance reports on a weekly basis to provide early interventions so students do not accumulate excessive absences.

Person responsible for monitoring outcome
Arva Demps (dempsa@leonschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
The evidence-based intervention being implemented for this Area of Focus is to have the attendance office pull attendance reports and being meeting with students who have accumulated 3 total absences to identify resources to parents to ensure students are in attendance daily.

Rationale:
The rationale for selecting this specific strategy is so parents can be provided with the necessary resources so their children can attend school daily to obtain a quality education.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #2

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The number of student incidents involving cell phones on campus has continued to increase over the last few years. Section 1006.07(f), Florida Statutes, LCSB Policy 5136, and Lincoln High School Policy, cell phone use will not be allowed in classrooms during instructional time.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

The number of behavior incidents will decrease by 2% and student performance should also increase.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

All stakeholders have been informed of Section 1006.07(f), Florida Statutes, LCSB Policy 5136, and Lincoln High School Policy. Cell phone use will not be allowed in classrooms during instructional time and all stakeholders are aware of the enhanced disciplinary consequences when policy is broken. Walkthrough evaluations by administrators will ensure that all classroom are in compliance with the policy. Cell phone usage disrupts the classroom environment and student learning, eliminating the use of cell phones in classrooms will increase student achievement.

Person responsible for monitoring outcome
Brent Monroe (monroeb@Leonschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
All stakeholders have been informed of Section 1006.07(f), Florida Statutes, LCSB Policy 5136, and Lincoln High School Policy. Enhanced disciplinary consequences to ensure cell phone use will not be allowed in classrooms during instructional time.

Rationale:
School leadership team and department chairs met to discuss the issues regarding cell phone usage in class, everyone agrees that cell phone usage is a source of contention during instructional time.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

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

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

No Answer Entered

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

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

No Answer Entered

How Plan is Developed
If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources
Describe the process to review the use of resources to meet the identified needs of students.

1. Identify Student Needs in Math and ELA
- Gather data specific to math and ELA performance, such as standardized test scores, classroom assessments, formative assessments, and diagnostic tools.
- Analyze this data to identify patterns, trends, and specific needs in math (e.g., fractions, algebra) and ELA (e.g., reading comprehension, writing skills).

2. Assess Current Resource Allocation for Math and ELA
- Inventory all resources dedicated to math and ELA, including textbooks, digital tools, manipulatives, professional development for teachers, and personnel.
- Evaluate how these resources are currently being used and whether they align with identified student needs.

3. Engage Stakeholders
- Consult math and ELA teachers, parents, and students to gather feedback on the effectiveness of current resources and identify areas for improvement.

4. Measure Effectiveness in Math and ELA Gains
- Define specific metrics for measuring learning gains in math and ELA, such as test score growth, improvements in reading levels, or mastery of math concepts.
- Regularly collect and analyze data on these metrics to evaluate the impact of resources.

5. Identify Gaps and Areas for Improvement in Math and ELA
- Identify where students are not making sufficient progress and whether there are gaps in resources, such as a lack of effective intervention programs or instructional support.
- Assess whether existing resources are effectively addressing the critical needs in math and ELA.

6. Plan for Reallocation or Adjustment of Math and ELA Resources
- Develop a plan to reallocate resources to areas with the greatest need, such as purchasing new digital tools, hiring coaches, or focusing on professional development.
- Prioritize actions based on high-impact areas for math and ELA gains.

7. Implement Changes in Math and ELA Resources
- Communicate changes clearly to all stakeholders and monitor the implementation to ensure resources are used effectively.

8. Continuous Monitoring and Feedback
- Conduct regular reviews focused on math and ELA learning gains, using data, classroom observations, and feedback.

- Make adjustments as needed based on ongoing assessments and evolving needs.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Specific Resource(s):

- **State Aligned Diagnostics for Algebra 1 and Geometry:** Quarterly progress monitoring tools designed to assess students' understanding of key mathematical concepts aligned with state standards.
- **Algebra IA and IB Curriculum:** A specialized curriculum tailored to support 9th and 10th-grade students in the lowest 25%, focusing on foundational algebraic skills to boost overall math proficiency.
- **ALEKS Online Program:** An adaptive learning platform integrated with the new math textbooks, providing individualized, targeted instruction to build algebraic skills based on each student's needs.

Rationale (Data):

- **Identified Need:** Data indicates that 9th and 10th-grade students, particularly those in the lowest 25th percentile, are struggling with foundational skills in Algebra and Geometry, which are critical for success in high school math courses. Quarterly progress monitoring diagnostics reveal specific areas of weakness that require targeted intervention.
- **Data-Driven Evidence:** ALEKS is being implemented due to its adaptive questioning system, which accurately assesses each student's knowledge and delivers personalized instruction. This is particularly useful for addressing varied student needs and supporting those with significant gaps in their math understanding.

Plan to Address the Need (Timeline):

- **Measurable Outcome:**
  - Increase student achievement in Algebra 1 and Geometry, particularly for those in the bottom 25th percentile, with a goal of showing measurable progress in math proficiency on state assessments and class performance.
- **Monitoring Plan:**
  - **Progress Monitoring:** Students will complete county-made standards-aligned diagnostics quarterly to track their understanding and progress in Algebra 1 and Geometry.

- **Action Steps to Implement:**
  - *Immediate (0-2 months):* Implement ALEKS as part of the daily math instruction in Algebra and Geometry. Train teachers and interventionists on using ALEKS and the

new curriculum to support differentiated learning.

- *Short-Term (2-4 months)***:** Begin pull-out sessions with students in the lowest 25%, using the Algebra IA and IB curriculum to focus on foundational skills. Math interventionists will also begin in-class support.
- *Mid-Term (4-6 months):* Conduct quarterly diagnostics and review the data to adjust interventions and instructional strategies. Continue targeted support sessions, refining based on individual student progress.
- *Long-Term (6-12 months):* Monitor the effectiveness of ALEKS and in-person interventions, making adjustments to support structures and instructional techniques as needed based on ongoing progress monitoring data.

Evidence-Based Intervention:

- **Selected Intervention:** The use of ALEKS and targeted in-class and pull-out interventions aligns with evidence-based practices for differentiated and individualized learning, meeting students where they are and helping them make consistent progress in math.

Rationale for Evidence-Based Intervention:

- ALEKS's adaptive technology provides a personalized approach to math instruction, addressing specific gaps in student knowledge with targeted lessons. The combination of ALEKS with direct instruction and small-group interventions creates a comprehensive support system tailored to the needs of struggling students, particularly those in the lowest performing subgroups.

ELA Resources

- **Specific Resource(s):**
    - **B.E.S.T. ELA Standards-based Fiction and Non-Fiction Supplements:** These materials are aligned with the state standards and are designed to enhance students' reading comprehension and writing skills through diverse texts.
    - **County-Developed Progress Monitoring in Reading Comprehension and Data Analysis:** These tools help guide instruction by regularly assessing students' understanding and adapting teaching methods accordingly.
    - **Tier 2 & 3 Interventions:** Targeted support for students, particularly those in the bottom 25%, to address specific reading and writing deficiencies with focused, small-group instruction.

Rationale:

- **Identified Need:** Lincoln's reading and writing achievement scores are currently on par with the State and District averages. However, there is a need to elevate these scores above the

average, particularly for students in the bottom 25th percentile, as reading comprehension and writing skills are foundational for success across all subjects.

- **Data-Driven Evidence:** The need was identified based on the FAST ELA scores, highlighting the importance of improving critical reading and text-based writing to boost overall academic performance.

Plan to Address the Need (Timeline):

- **Measurable Outcome:**
    - Lincoln students will score above the state and district average in ELA learning gains and will meet the state average in ELA for the bottom 25th percentile.
- **Monitoring Plan:**
    - **Progress Monitoring:** ELA progress will be tracked through the FAST Progress Monitoring assessments administered three times per year—fall, winter, and spring. Teachers will review these results and adjust their instruction based on student needs.
    - **Targeted Interventions:** Students identified in the bottom 25% will receive additional support through Tier 2 and Tier 3 interventions provided by the literacy department.
    - **Responsible Person:** Allen Burch (burcha@leonschools.net) will oversee the monitoring and implementation of the instructional strategies and interventions.

Action Steps to Implement:

- *Immediate (0-2 months):* Begin integrating B.E.S.T. ELA fiction and non-fiction supplements into daily lessons. Teachers will be trained on utilizing these resources to support critical reading and writing skills.
- *Short-Term (2-4 months):* Implement the county-developed progress monitoring tools in classrooms and initiate data analysis meetings to guide instructional adjustments.
- *Mid-Term (4-6 months):* Provide Tier 2 and Tier 3 interventions for students identified in the bottom 25th percentile, with ongoing evaluation and adjustment of intervention strategies based on student progress.
- *Long-Term (6-12 months):* Conduct regular data reviews, adjust instructional practices as necessary, and ensure that all students are receiving the appropriate level of support to meet the targeted measurable outcomes.

Evidence-Based Intervention:

- **Selected Intervention:** Implementing B.E.S.T. ELA standards-based resources and targeted interventions aligns with Tier 1 – Strong Evidence, ensuring that the strategies used are research-backed and meet the requirements for supporting students' reading and writing skills.

Rationale for Evidence-Based Intervention:

- The interventions focus on integrating proven strategies that directly support critical reading and text-based writing, foundational skills necessary for success on the Florida Assessment of Student Thinking and overall academic achievement. The use of targeted supplements, structured progress monitoring, and tiered interventions ensures a comprehensive approach to meeting students' diverse needs.

Combined Math and ELA Resources
- **Specific Resource:** *After-School Tutoring Program*
    - **Rationale (Data):** Performance data indicates that students in the lower 25th percentile for both math and ELA benefit from extended learning time. Parent feedback also suggests a need for additional support outside regular school hours.
    - **Plan (Timeline):**
        - *Immediate (0-2 months):* Recruit teachers or qualified tutors to lead the program, and identify students needing tutoring based on performance data.
        - *Short-Term (2-4 months):* Begin after-school sessions 2-3 times a week, focusing on targeted skills in both subjects.
        - *Long-Term (4-9 months):* Evaluate progress every 4-6 weeks and adjust content or student grouping as needed, based on assessment results.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00