

Leon County Schools

Lincoln High School



2018-19 School Improvement Plan

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Lincoln High School

3838 TROJAN TRL, Tallahassee, FL 32311

[no web address on file]

School Demographics

School Type and Grades Served
(per MSID File)

High School
9-12

2018-19 Title I School

No

2018-19 Economically Disadvantaged (FRL) Rate
(As Reported on Survey 3)

28%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

50%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	C	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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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 postsecondary 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
Burch, Allen	Principal
Demps, Arva	Assistant Principal
Koerner, Jason	Assistant Principal
Sumner, Melissa	Assistant Principal
Hipps, Jay	Dean
Tibbitts, Jen	Dean

Duties

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

Dr. Burch is supported by three assistant principals and two deans:
- Arva Demps, Assistant Principal of Security

- Jason Koerner, Assistant Principal of Curriculum
- Melissa Sumner, Assistant Principal of Discipline
- Jay Hipps, Dean of Students
- Jen Tibbitts, Dean of Attendance

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 development and are assigned teacher observation duties.

Early Warning Systems

Year 2017-18

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 identified by the system as exhibiting two or more early warning indicators:

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

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
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Thursday 8/30/2018

Year 2016-17 - 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	9	7	6	9	31
One or more suspensions	0	0	0	0	0	0	0	0	0	10	6	2	2	20
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	235	163	106	24	528

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Year 2016-17 - 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	9	7	6	9	31
One or more suspensions	0	0	0	0	0	0	0	0	0	10	6	2	2	20
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	235	163	106	24	528

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math achievement and learning gains was the lowest performing data trend. While it is traditionally lower than English scores, the trend is consistent among similar schools.

Which data component showed the greatest decline from prior year?

U.S. History scores were lower than similar schools in Leon County and dropped 1 percent from the 2016-2017 data.

Which data component had the biggest gap when compared to the state average?

While still above the state average, Math achievement level 3+ was the lowest performing compared to the state average.

Which data component showed the most improvement? Is this a trend?

Math learning gains in the bottom 25% showed the most improvement. This data fluctuates from year to year.

Describe the actions or changes that led to the improvement in this area

Redesigned curriculum paths, math labs during lunch, teacher assignments, and student data tracking were actions and changes leading to improvement.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	62%	57%	56%	59%	55%	53%
ELA Learning Gains	56%	52%	53%	52%	48%	49%
ELA Lowest 25th Percentile	41%	37%	44%	42%	37%	41%
Math Achievement	54%	52%	51%	53%	54%	49%
Math Learning Gains	41%	42%	48%	38%	45%	44%
Math Lowest 25th Percentile	44%	42%	45%	22%	39%	39%
Science Achievement	66%	64%	67%	59%	64%	65%
Social Studies Achievement	73%	77%	71%	74%	77%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	36 (9)	58 (7)	73 (6)	77 (9)	244 (31)
One or more suspensions	0 (10)	2 (6)	3 (2)	2 (2)	7 (20)
Course failure in ELA or Math	16 (0)	53 (0)	60 (0)	60 (0)	189 (0)
Level 1 on statewide assessment	78 (235)	107 (163)	79 (106)	53 (24)	317 (528)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	65%	60%	5%	53%	12%
	2017	60%	56%	4%	52%	8%
Same Grade Comparison		5%				
Cohort Comparison						

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ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2018	61%	58%	3%	53%	8%
	2017	58%	57%	1%	50%	8%
Same Grade Comparison		3%				
Cohort Comparison		1%				

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	65%	69%	-4%	65%	0%
2017	59%	69%	-10%	63%	-4%
Compare		6%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	73%	79%	-6%	68%	5%
2017	75%	80%	-5%	67%	8%
Compare		-2%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	52%	71%	-19%	62%	-10%
2017	53%	78%	-25%	60%	-7%
Compare		-1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	56%	60%	-4%	56%	0%
2017	57%	60%	-3%	53%	4%
Compare		-1%			

Subgroup Data

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 2016-17	C & C Accel 2016-17
WHT	75	63	53	63	41	43	83	80		94	65
BLK	42	47	35	38	40	39	42	52		86	38
HSP	64	57	36	57	36		77	92		100	61
ASN	73	68		88	54		73	78		89	82
MUL	74	57	53	69	48		67	88		87	69
SWD	30	43	25	31	52	45	40	41		79	23
FRL	41	43	31	42	39	38	49	52		82	38
ELL	50	44		60							

2017 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
WHT	71	57	49	68	46	36	70	88		95	59
BLK	37	40	35	28	24	15	42	55		92	27
HSP	68	59		50	36		82	85		92	73
ASN	75	71		79	54		82	84		100	88
MUL	67	57		63	36		71	89		94	56
SWD	23	29	25	31	39	18	35	31		80	18
FRL	36	39	36	34	26	18	42	57		85	26
ELL	55	75			60						

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Critical Reading and Text Based Writing
Rationale	The standards and assessments for English/Language Arts and the Florida Standards Assessment both emphasize these areas of instruction.
Intended Outcome	Students will continue to improve in these areas, both in the classroom and on the Florida Standards Assessment for English/Language Arts. 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.
Point Person	Allen Burch (burcha@leonschools.net)
Action Step	
Description	Implement the following materials into everyday English Language Arts instruction. Common-Lit- FSA ELA Standards based fiction and non-fiction supplements. New ELA- FSA ELA Standards based non-fiction supplements. HMH Collection Textbooks with FSA ELA Standards based supplemental material.
Person Responsible	Allen Burch (burcha@leonschools.net)
Plan to Monitor Effectiveness	
Description	Yearlong professional development Classroom observations Lesson Plans Progress Monitoring assessments Teacher Gradebooks
Person Responsible	Allen Burch (burcha@leonschools.net)
Activity #2	
Title	Student Graduation Rate
Rationale	Student graduation requirements, including test performance, continue to become more demanding.
Intended Outcome	Provide students additional opportunities to meet graduation requirements.
Point Person	Allen Burch (burcha@leonschools.net)
Action Step	
Description	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.
Person Responsible	Allen Burch (burcha@leonschools.net)
Plan to Monitor Effectiveness	
Description	Identify students who meet the requirements for additional opportunities and provide them with these opportunities at least once per semester.
Person Responsible	Allen Burch (burcha@leonschools.net)

Activity #3

Title Algebra and Geometry

Rationale 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.

Intended Outcome Lincoln will match the district and state Math achievement levels as measured by the Florida Standards Assessment in Algebra and Geometry.

Point Person Allen Burch (burcha@leonschools.net)

Action Step

Description Math Nation
Student Math Lab
Professional Development for Math and Science

Person Responsible Allen Burch (burcha@leonschools.net)

Plan to Monitor Effectiveness

Description Yearlong professional development
Classroom observations
Lesson Plans
Progress Monitoring assessments
Teacher Gradebooks

Person Responsible Allen Burch (burcha@leonschools.net)

Activity #4

Title Biology

Rationale Science achievement for Lincoln High School, while above the district average, was below the state average. While this is measured in Biology scores, biological concepts are fundamental to the Science curriculum.

Intended Outcome Lincoln students will continue to score above the district average and will match the state average in Science achievement.

Point Person Allen Burch (burcha@leonschools.net)

Action Step

Description District progress monitoring
District pacing guide
New textbooks
Pearson supplied resources
Labs and projects involving scientific readings and analysis

Person Responsible Allen Burch (burcha@leonschools.net)

Plan to Monitor Effectiveness

Description Yearlong professional development
Classroom observations
Lesson Plans
Progress Monitoring assessments
Teacher Gradebooks

Person Responsible Allen Burch (burcha@leonschools.net)

Activity #5

Title	US History
Rationale	Lincoln High School Social Studies achievement, while above the state average, is below the district average.
Intended Outcome	Lincoln will match the district and state Social Studies achievement levels as measured by the Florida Standards Assessment in United States History.
Point Person	Allen Burch (burcha@leonschools.net)

Action Step

Description	District-based progress monitoring District adopted textbook Online access to McGraw Hill Connect ED
Person Responsible	Allen Burch (burcha@leonschools.net)

Plan to Monitor Effectiveness

Description	Yearlong professional development Classroom observations Lesson plans Progress Monitoring assessments Teacher Gradebooks
Person Responsible	Allen Burch (burcha@leonschools.net)

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 Pilot SIP 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.

Part V: Budget

Total:	\$16,000.00
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