



# Colorado's Unified Improvement Plan for Schools

LINCOLN MIDDLE SCHOOL UIP 2018-19 | School: LINCOLN MIDDLE SCHOOL | District: POUDRE R-1 | Org ID: 1550 | School ID: 5168 | Framework:  
Priority Improvement Plan: Low Participation | Draft UIP

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## Executive Summary

### If we...

#### MAJOR IMPROVEMENT STRATEGY #1 LITERACY

**Description:**

Lincoln MS will have consistency in instructional practices and intervention systems that lead to higher levels of achievement and adequate growth in literacy.



#### MAJOR IMPROVEMENT STRATEGY #2 HIGH IMPACT LITERACY

**Description:**

Lincoln will have consistent data analysis and action step protocols based on progress monitoring evidence to support teachers in differentiating instruction.



### MAJOR IMPROVEMENT STRATEGY #3 HIGH IMPACT MATH

**Description:**

Lincoln will have consistent data analysis and action step protocols based on progress monitoring evidence to support teachers in differentiating instruction.



### MAJOR IMPROVEMENT STRATEGY #4 WRITING

**Description:**

All students will have an online writing portfolio with writing samples from core and encore classes.



### MAJOR IMPROVEMENT STRATEGY #5 HOLISTIC DIAGNOSTIC REVIEW

**Description:**

Conduct a comprehensive, evidence-based review and corresponding report detailing how the school's infrastructure supports a culture of performance, instructional transformation, talent development and leadership.



## Then we will address...

### LITERACY

**Description:**

Lincoln MS has not had consistency in instructional practices and intervention systems which lead to high levels of achievement and growth in literacy. Approximately 260 of our students scored zero on the writing portion of the state writing assessment. We know that one-third of our students come to us scoring lower than the 35th percentile in literacy.



### MATH

**Description:**

Lincoln has systematic progress monitoring in place but has not had consistent use of collaborative data analysis and action step protocols to support teachers in differentiating instruction. We know that almost one-third of our students come to us scoring lower than the 35th percentile in math.



## PRIORITY IMPROVEMENT STATUS

### Description:

Due to 2017-18 data LMS is designated as Priority Improvement.



## Then we will change current trends for students

### MAJOR IMPROVEMENT STRATEGY #1 LITERACY

### Description:

Students scoring below the 35th percentile in literacy and/or on a READ Act plan will receive additional services during the school day.



### MAJOR IMPROVEMENT STRATEGY #2 LITERACY HIGH IMPACT

### Description:

Our literacy department, administration and humanities teacher will engage in weekly 50-minute High Impact teaming. During this time, we will use the Evidence, Analysis, Action protocol for increasing students' learning progressions.



### MAJOR IMPROVEMENT STRATEGY #3 MATH HIGH IMPACT

### Description:

Our math department, administration and math coach will engage in weekly 50-minute High Impact teaming. During this time, we will use the Evidence, Analysis, Action protocol for increasing students' learning progressions.



### MAJOR IMPROVEMENT STRATEGY #4 WRITING

### Description:

Lincoln Middle School will implement a building wide writing initiative through all core and encore classes.



## MAJOR IMPROVEMENT STRATEGY #5 HOLISTIC DIAGNOSTIC REVIEW



### Description:

The review is ideal for Lincoln to gain an external eye on taking a comprehensive look at our school to identify areas of improvement.

Access the School Performance Framework here: <http://www.cde.state.co.us/schoolview/performance>

## Improvement Plan Information

### Additional Information about the school

### Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

State Accreditation

### School Contact Information

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## Narrative on Data Analysis and Root Cause Identification

### Description of school Setting and Process for Data Analysis

Lincoln Middle, an IB World School, is an established middle school in Fort Collins, Colorado. The school is part of the Poudre School District and serves the most culturally and socioeconomically diverse set of students in the northern Fort Collins area. Alumni of Lincoln include high level professionals; due to such an illustrious history, Lincoln is an integral part of the North End area and has generational loyalties not just in the immediate neighborhood but throughout the city, with students hailing from all parts of Ft. Collins. Parental and community support for the school is strong, and a strong staff with 57% of teachers holding graduate degrees. 64% of our teachers are either ELAchieve trained or ELD endorsed. 23% of our teachers are bilingual.

The UIP development process is a collaborative approach with our School Accountability Committee, parent & community members and with the Lincoln staff as represented by the Lincoln Building Leadership teams, the membership for which includes grade-level team leaders, special education and elective team leaders, and all members of the Lincoln administrative team.

One of the hallmarks of Lincoln Middle School is the diversity of our student body. With 68% of our students receiving federal Free & Reduced Lunch support, with an over 50% ethnic minority population and 19% ELD enrollment, Lincoln enjoys what is often lacking in similar schools throughout the nation – strong parental and community support. Indeed, those most dedicated to the school bring their students to the school not only for the excellent educational opportunities available and the strong, skilled staff, but also because of the diverse population Lincoln serves and the supportive atmosphere of tolerance that exists throughout the school.

### **Description of School Setting**

Lincoln Middle School serves a population of over 610 students in the north end of Ft. Collins. Of these students, our Free and Reduced Lunch percentage comprises 68% of our student body. Lincoln also is home to one of three Severe Emotional Disability units at the middle school level in Poudre School District and is a Multi-Categorical site. In addition to these services, we house an ILS unit serving students who are both medically fragile and cognitively impacted. Approximately 17% of students at Lincoln have Individualized Education Plans and qualify for special education services. 16% of the students at Lincoln have a significant reading deficiency and are served through individualized READ Act plans. 7% of the students at Lincoln have a 504 plan which require specific accommodations in the classroom setting in order to meet their needs. In the 2018-19 school year, 33% of the 6th grade students at Lincoln showed up performing below the 35th percentile in math. 28% of the 6th grade students at Lincoln showed up performing below the 35th percentile in literacy. Additionally, Lincoln serves as one of two English Language Development Newcomer sites at the middle school level in Poudre School District. Lincoln's ethnic breakdown is 50% Hispanic, 44% Anglo, <1%Black, 3% multi-racial, and 2% other. Approximately 25% of the families at Lincoln do not speak English as their primary language. High poverty and high trauma have required Lincoln to provide holistic services for students and families. 10% of the students at Lincoln are eligible for McKinney services. More than 18% of students at Lincoln receive at least one of the following services: support group led by a licensed counselor, one on one therapy from a mental health therapist, check in/check out from a member of the leadership team.

Teachers at Lincoln serve a student body that includes, among general education students, ELD learners and Newcomers, students in Multi-Categorical Special Education, Integrated Learning Support and Severe Emotional Disability programs, and Gifted and Talented students. At times, this has led to some classes where students with some type of identifiable need comprise over 50% of the classroom population. Dedicated to an inclusionary model of education, Lincoln staff strive to meet the needs of such diverse learners through co-taught classes, classes with paraprofessional support, a comprehensive system of Extended Learning Opportunities (ELOs), Enrichment opportunities for proficient and advanced students, and a number of social emotional support programs designed to push all students toward success.

Lincoln is also an International Baccalaureate Middle Years Program site. Being an IB school provides all an opportunity to access an education which is based in the instructional philosophy of student-centered instruction, service learning, and international mindedness. The International Baccalaureate program is a key component of

Lincoln's curriculum because of its dual emphasis on academic rigor and building strong civic and interpersonal skills. The IB program has a reputation not only for establishing a high academic standard, but also in teaching attitudes that enable students to achieve those standards. Research has shown that the IB curriculum's "integrated instructional system...is both appropriate and valuable for students of average skill proficiency, and is trans-formative for minority and low-income students" (McKinsey & Company, 2008). Building on our core value of critical thinking, students use scientific inquiry to explore cross curricular topics that are grounded in the real world. This will help them understand the relevance of what they are learning and to become analytical and reflective thinkers.

## Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

### PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)

**Prior Year Target:** Reading: The median student achievement percentile will be 40 or higher.

**Performance:**

**Prior Year Target:** Math: The median student achievement percentile will be 40 or higher.

**Performance:**

**ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:** Lincoln's academic achievement took a dip in the 2017-18 school year. Currently we have progress monitoring tools that are being used to measure growth for each student in the building.

### PERFORMANCE INDICATOR: ACADEMIC GROWTH

**Prior Year Target:** ELA: Median student growth percentile will be greater than or equal to 50

**Performance:**

**Prior Year Target:** Math: Median student growth percentile will be greater than or equal to 50

**Performance:**

**ACADEMIC GROWTH REFLECTION:** Lincoln's academic growth took a dip in the 2017-18 school year. Currently we have progress monitoring tools that are being used to measure growth for each student in the building.

## PERFORMANCE INDICATOR: DISAGGREGATED GROWTH

**Prior Year Target:** ELA: the Median student growth percentile will be greater than or equal to 50 in all disaggregate subgroups.

**Performance:**

**Prior Year Target:** Math: Median student growth percentile will be greater than or equal to 50 in all disaggregate subgroups.

**Performance:**

**DISAGGREGATED GROWTH REFLECTION:** Lincoln's academic growth took a dip in the 2017-18 school year. Currently we have progress monitoring tools that are being used to measure growth for each student in the building.

## PERFORMANCE INDICATOR: OTHER

**Prior Year Target:** Student connection survey will indicate that greater or equal to 80% of our students have favorable responses about their experiences at Lincoln.

**Performance:**

## Current Performance

- Review of Current Performance:

Before the new state assessment Lincoln was approaching state and federal expectations in the area of Academic Achievement. Currently, Lincoln Middle School is focused on narrowing the academic **growth** gaps. As noted below, in ELA, we are significantly below cut levels for All Students, English Language Learners, Free/Reduced-Price Lunch Eligible students and Minority students. In Math, we are approaching cut levels for All Students but not specifically for Free/Reduced-Price Lunch Eligible students.

With nearly 70% of our students living in poverty and many belonging to more than one disaggregate subgroup LMS realizes the importance of progress monitoring each and every student in the area of numeracy and literacy in order to gauge growth.

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## Trend Analysis



**Trend Direction:** Increasing then decreasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Growth

Lincoln Middle school students are on a decline after having an increase in English/Language Arts on CMAS-PARCC in 2016-18 (2016 = 44 MGP; 2017 = 47 MGP; 2018 = 27 MGP). This is a notable trend because it is now declining and sits well below the state expectation (50 MGP). (Source: SPF/DPF) Lincoln Middle school students are on a decline after having an increase in Math on CMAS-PARCC in 2016-18 (2016 = 39 MGP; 2017 = 40 MGP; 2018 = 35 MGP). This is a notable trend because it is now declining and sits well below the state expectation (50 MGP). (Source: SPF/DPF)

## Root Causes



### Priority Performance Challenge: Major Improvement Strategy #1 Literacy

Students scoring below the 35th percentile in literacy and/or on a READ Act plan will receive additional services during the school day.



#### Root Cause: Literacy

Lincoln MS has not had consistency in instructional practices and intervention systems which lead to high levels of achievement and growth in literacy. Approximately 260 of our students scored zero on the writing portion of the state writing assessment. We know that one-third of our students come to us scoring lower than the 35th percentile in literacy.



### Priority Performance Challenge: Major Improvement Strategy #2 Literacy High Impact

Our literacy department, administration and humanities teacher will engage in weekly 50-minute High Impact teaming. During this time, we will use the Evidence, Analysis, Action protocol for increasing students' learning progressions.



#### Root Cause: Literacy

Lincoln MS has not had consistency in instructional practices and intervention systems which lead to high levels of achievement and growth in literacy. Approximately 260 of our students scored zero on the writing portion of the state writing assessment. We know that one-third of our students come to us scoring lower than the 35th percentile in literacy.



### Priority Performance Challenge: Major Improvement Strategy #3 Math High Impact

Our math department, administration and math coach will engage in weekly 50-minute High Impact teaming. During this time, we will use the Evidence, Analysis, Action protocol for increasing students' learning progressions.



**Root Cause: Math**

Lincoln has systematic progress monitoring in place but has not had consistent use of collaborative data analysis and action step protocols to support teachers in differentiating instruction. We know that almost one-third of our students come to us scoring lower than the 35th percentile in math.



**Priority Performance Challenge: Major Improvement Strategy #4 Writing**

Lincoln Middle School will implement a building wide writing initiative through all core and encore classes.



**Root Cause: Literacy**

Lincoln MS has not had consistency in instructional practices and intervention systems which lead to high levels of achievement and growth in literacy. Approximately 260 of our students scored zero on the writing portion of the state writing assessment. We know that one-third of our students come to us scoring lower than the 35th percentile in literacy.



**Priority Performance Challenge: Major Improvement Strategy #5 Holistic Diagnostic Review**

The review is ideal for Lincoln to gain an external eye on taking a comprehensive look at our school to identify areas of improvement.



**Root Cause: Priority Improvement Status**

Due to 2017-18 data LMS is designated as Priority Improvement.

**Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:**



**Priority Performance Challenges for Lincoln Middle School include:**

**Literacy:** Lincoln MS has not had consistency in instructional practices and intervention systems which lead to high levels of achievement and growth in literacy. Approximately 260 of our students scored zero on the writing portion of the state writing assessment. We know that one-third of our students come to us scoring lower than the 35th percentile in literacy.

**Math:** Lincoln has systematic progress monitoring in place but has not had consistent use of collaborative data analysis and action step protocols to support teachers in differentiating instruction. We know that almost one-third of our students come to us scoring lower than the 35th percentile in math.

**Diagnostic Review:** Our current test scores place us in priority improvement status.

**Provide a rationale for how these Root Causes were selected and verified:**



## Root Cause Analysis

Root causes were determined from work done by the Lincoln School Accountability Committee (SAC), and the Lincoln Building Leadership team (comprised of administrators, counselors, grade level team leads, department leaders and in conjunction with the Assistant Superintendent).

## Action Plans

### Planning Form



### Major Improvement Strategy #1 Literacy

**What would success look like:** Lincoln MS will have consistency in instructional practices and intervention systems that lead to higher levels of achievement and adequate growth in literacy.

#### Associated Root Causes:



#### Literacy:

Lincoln MS has not had consistency in instructional practices and intervention systems which lead to high levels of achievement and growth in literacy.

Approximately 260 of our students scored zero on the writing portion of the state writing assessment. We know that one-third of our students come to us scoring lower than the 35th percentile in literacy.

#### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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#### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
			5 teachers for staffing unit cost for curriculum 1 paraprofessional	administrators	



#1 Master Schedule

Schedule students in literacy skills and/or humanities class.

07/30/2018  
08/15/2018

for progress monitoring and bench marking  
Cost for Dibels and aimswebPlus licenses

counselors  
teachers  
paraprofessionals

Complete



#2 District/Building Collaboration

Collaborate with district literacy coach to set up curriculum and structure for literacy skills class.

09/03/2018  
09/07/2018

cost for curriculum  
1 paraprofessional  
for progress monitoring and bench marking  
Cost for Dibels and aimswebPlus licenses

administrators  
counselors  
teachers District personnel

Complete



#3 Assessment

Conduct the Core Phonics Survey for all students enrolled in literacy skills classes.

09/24/2018  
09/28/2018

Core Phonics Survey - copies  
Built in time to administer the survey

administrators  
counselors  
teachers  
paraprofessionals

Complete



#4 Hire Paraprofessional

Hire paraprofessional to implement bench marking and progress monitoring of Dibels and aimswebPlus (every two weeks) throughout the school year. Train paraprofessional in ReadAct requirements and testing requirements.

09/24/2018  
05/15/2019

1 paraprofessional  
for progress monitoring and bench marking  
Cost for Dibels and aimswebPlus licenses

administrators  
counselors  
teachers District personnel  
paraprofessional

In Progress



## Major Improvement Strategy #2 High Impact Literacy

**What would success look like:** Lincoln will have consistent data analysis and action step protocols based on progress monitoring evidence to support teachers in differentiating instruction.

### Associated Root Causes:



#### Math:

Lincoln has systematic progress monitoring in place but has not had consistent use of collaborative data analysis and action step protocols to support teachers in differentiating instruction. We know that almost one-third of our students come to us scoring lower than the 35th percentile in math.

### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
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### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 #2 Master Schedule	Build 50 minutes weekly into the master schedule for each grade level to engage in High Impact collaboration with administration.	04/23/2018 04/27/2018	collaboration time	administrators counselors	Complete
 #1 Professional Development	Train the entire literacy team, including the intervention specialists, to begin High Impact collaboration.	05/14/2018 05/15/2018	Substitute teachers manuals books collaboration time	administrators literacy teachers District personnel	Complete
 #3 Calibration of best practices	Define success criteria for formative assessments, analyze data, and develop action steps using the EAA protocol on a weekly basis.	08/27/2018 05/24/2019	time allocated in the master schedule	administrators teachers District personnel	In Progress



## Major Improvement Strategy #3 High Impact Math

**What would success look like:** Lincoln will have consistent data analysis and action step protocols based on progress monitoring evidence to support teachers in differentiating instruction.

### Associated Root Causes:



#### Math:

Lincoln has systematic progress monitoring in place but has not had consistent use of collaborative data analysis and action step protocols to support teachers in differentiating instruction. We know that almost one-third of our students come to us scoring lower than the 35th percentile in math.

### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
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### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 #2 Master schedule	Building 50 minutes weekly into the schedule for each grade level to engage in High Impact collaboration with math coach and administration.	04/23/2018 04/27/2018	time in the master schedule for collaboration	counselor administration	Complete
 #3 Calibration of practices	Define success criteria for formative assessments, analyze data, and develop action steps using the EAA protocol on a weekly basis.	08/27/2018 05/24/2019	time in the master schedule	administrators math coach math teachers District personnel	In Progress
 #1 Professional	Training for all new teachers to the math department.	10/19/2018 10/19/2018	Substitutes books manuals	administrators teachers District personnel	Complete



## Major Improvement Strategy #4 Writing

**What would success look like:** All students will have an online writing portfolio with writing samples from core and encore classes.

### Associated Root Causes:



#### Literacy:

Lincoln MS has not had consistency in instructional practices and intervention systems which lead to high levels of achievement and growth in literacy. Approximately 260 of our students scored zero on the writing portion of the state writing assessment. We know that one-third of our students come to us scoring lower than the 35th percentile in literacy.

### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 #1 Professional development	All staff trained on how to implement the STAR outline for a multi-paragraph essay. Additional training on writing a prompt, teaching students to reference text, cite textual evidence and reflect using a rubric.	08/15/2018 05/24/2019	collaboration time monthly staff meeting team meetings after school time	teachers paraprofessionals District personnel administrators instructional coaches	In Progress
 #3 Staff PD Goals	Encore staff will conduct one writing assessment per semester per class. Core staff will conduct two writing assessments per semester per class.	08/27/2018 05/24/2019	time in class for writing on-going professional development during staff	all staff	In Progress



#2 Portfolio

Teachers and students will upload writing assessments into an online writing portfolio that is created collaboratively with the District and Lincoln.

10/01/2018  
05/24/2019

meetings and  
collaboration days

time during  
classes to work on  
writing staff  
meetings to train  
personnel

administrators  
teachers  
counselors  
paraprofessionals

In Progress



### Major Improvement Strategy #5 Holistic Diagnostic Review

**What would success look like:** Conduct a comprehensive, evidence-based review and corresponding report detailing how the school's infrastructure supports a culture of performance, instructional transformation, talent development and leadership.

#### Associated Root Causes:



#### Priority Improvement Status:

Due to 2017-18 data LMS is designated as Priority Improvement.

#### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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#### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
#1 Diagnostic review	Lincoln will engage in a diagnostic review from an outside consulting firm; select a firm, schedule the visit, read and analyze the data, adjust the SIP as needed.	01/07/2019 02/28/2019	release time for staff to participate in interviews fee for consulting firm	all staff District personnel consulting firm	Not Started

## School Target Setting



### Priority Performance Challenge : Major Improvement Strategy #1 Literacy



**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS:** ELA

ANNUAL  
PERFORMANCE  
TARGETS

**2018-2019:** LMS will increase MGP for All Students to 40 or higher.

**2019-2020:** LMS will increase MGP for All Students to 45 or higher.

**INTERIM MEASURES FOR 2018-2019:** MAPS Fall to Winter growth Progress Monitoring for 6th grade students in humanities and literacy skills classes - Dibels (growth) Progress Monitoring for 7th and 8th grade students in humanities and/or literacy skills classes - aimswebPlus (growth) Core Phonics Survey for students enrolled in literacy class where needs have determined phonics instruction (growth)



### Priority Performance Challenge : Major Improvement Strategy #2 Literacy High Impact



**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS:** ELA

ANNUAL  
PERFORMANCE  
TARGETS

**2018-2019:** LMS will increase MGP for All Students to 40 or higher.

**2019-2020:** LMS will increase MGP for All Students to 45 or higher.

**INTERIM MEASURES FOR 2018-2019:** MAPS Fall to Winter growth Progress Monitoring measuring growth for all students



### Priority Performance Challenge : Major Improvement Strategy #3 Math High Impact



**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS:** M

ANNUAL  
PERFORMANCE  
TARGETS

**2018-2019:** LMS will increase MGP for All Students to 40 or higher.

**2019-2020:** LMS will increase MGP for All Students to 45 or higher.

**INTERIM MEASURES FOR 2018-2019:** MAPS Fall to Winter growth Progress Monitoring measuring growth for all students



**Priority Performance Challenge : Major Improvement Strategy #4 Writing**



**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS:** W

ANNUAL  
PERFORMANCE  
TARGETS

**2018-2019:** LMS will increase MGP for All Students to 40 or higher.

**2019-2020:** LMS will increase MGP for All Students to 45 or higher.

**INTERIM MEASURES FOR 2018-2019:** Progress Monitoring measuring growth for all students in their individual writing portfolios.



**Priority Performance Challenge : Major Improvement Strategy #5 Holistic Diagnostic Review**



**PERFORMANCE INDICATOR:** Other

**MEASURES / METRICS:**

**2018-2019:** Conduct a comprehensive, evidence-based review and corresponding report detailing how the school's infrastructure supports a culture of performance, instructional transformation, talent development and leadership.

ANNUAL  
PERFORMANCE  
TARGETS

**2019-2020: N/A**

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**INTERIM MEASURES FOR 2018-2019: N/A**

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