

## **Description of School Setting:**

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. 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 is comprised of a strong staff with 57% of teachers holding graduate degrees. 64% of our teachers are either E.L. Achieve trained or ELD endorsed. 23% of our teachers are bilingual.

Lincoln Middle School serves a population of over 610 students in the north end of Fort Collins. Of these students, our Free and Reduced Lunch percentage comprises 73% 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 6<sup>th</sup> grade students at Lincoln showed up performing below the 35<sup>th</sup> percentile in math. 28% of the 6<sup>th</sup> grade students at Lincoln showed up performing below the 35<sup>th</sup> 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 and 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.

## **Trend Analysis**

Lincoln Middle school students are on a decline after having an increase in English/Language Arts on CMAS 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).

Lincoln Middle school students are on a decline after having an increase in Math on CMAS 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).

## **Major Improvement Strategy #1 Literacy**

If we implement consistent literacy instructional practices and intervention systems across grade levels and subjects, then this will lead to higher levels of achievement and adequate growth in literacy.

- Schedule students in literacy skills and/or humanities class based on standardized test data.
- Collaborate with district literacy coach to set up curriculum and structure for literacy skills class.
- Conduct the Core Phonics Survey for all students enrolled in literacy skills classes.
- Hire paraprofessional to implement bench marking and progress monitoring of Dibels and aimswebPlus (every two weeks) throughout the school year. Train paraprofessional in Read Act
- Progress monitor and benchmark all Read Act students and students who are enrolled in literacy skills classes.

## **Major Improvement Strategy #2 High Impact Literacy**

If we implement consistent data analysis to drive action step protocols and monitor progress of student evidence, then this will support teachers in differentiating instruction leading to the development of assessment capable learners.

- Build 50 minutes weekly into the master schedule for each grade level to engage in High Impact collaboration with administration.
- Train the entire literacy team, including the intervention specialists, to begin High Impact collaboration.
- On-going District support around hosting High Impact meetings, feedback and adjustments.
- Define success criteria for formative assessments, analyze data, and develop action steps using the EAA protocol on a weekly basis.

## **Major Improvement Strategy #3 High Impact Math**

If we implement consistent data analysis to drive action step protocols and monitor progress of student evidence, then this will support teachers in differentiating instruction leading to the development of assessment capable learners.

- Building 50 minutes weekly into the schedule for each grade level to engage in High Impact collaboration with math coach and administration.
- Define success criteria for formative assessments, analyze data, and develop action steps using the EAA protocol on a weekly basis.
- Training for all new teachers to the math department.
- On-going District support around hosting High Impact meetings, feedback and adjustments.

## **Major Improvement Strategy #4 Building Wide Writing**

If we implement building wide common writing practice and feedback from all content areas and have a personalized portfolio for each student, then this will result in more practice and frequent, consistent feedback, leading to multiple opportunities for accurate student reflection.

- 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.
- Encore staff will conduct one writing assessment per semester per class. Core staff will conduct two writing assessments per semester per class.
- Teachers and students will upload writing assessments and rubrics into an online writing portfolio that is created collaboratively with the District and Lincoln.

## **Major Improvement Strategy #5 Holistic Diagnostic Review**

If we conduct a comprehensive, evidence-based review, then this will provide a third-party report detailing how the school's infrastructure supports a culture of performance, instructional transformation, talent development and leadership.

- Work in collaboration with the District to select a firm to conduct the diagnostic review by the end of the 2019 school year.