

Lincoln Middle School

Schoolwide Title I Plan

Principal: Starlynn Daley

Table of Contents

School Overview

Schoolwide Team Members.....	4
Dates of 2015-16 Schoolwide Meetings.....	5

Schoolwide Plan Components

Comprehensive Needs Assessment.....	4
Highly Qualified Teachers.....	12
Program Strengths.....	6
Professional Development.....	15
Data	7
Reform Strategies.....	11
Strategies to Attract High Quality Teachers.....	16
Parental Involvement.....	17
Transition Plan.....	18
Teacher Involvement in Assessments.....	18
Timely and Effective Assistance.....	18
Coordination of Federal, State, and Local Services and Programs.....	18

Annual Evaluation Process.....	19
---------------------------------------	-----------

Lincoln Overview

Lincoln Middle School was built in 1929. The Lincoln population is diverse and comprised of 38% white students, 23% black students, and 35% Hispanic students. The Economically Disadvantaged student population is currently 68%. There has been a slight decline in the student population from 704 in 2014-15 to 656 for the 2015-16 school year. We have two four person teams at the 6th grade level with one special education teacher at the grade level. There are three 3 person teams at 7th grade with four special education teachers. Finally, there are three (3) person teams at the 8th grade level with two special education teachers. The seventh grade student population is the largest with 253 students..

The mission of Lincoln Middle School is to provide excellent, challenging learning opportunities and experiences that prepare each student for success. LMS enjoys a very positive relationship with parents and community. A few of the partnerships that LMS has developed are with The Boys and Girls Club of Kenosha, Culver's, Pick -n- Save, and Target. For example, The Boys and Girls Club works in conjunction with the school to meet weekly with identified boys in a SAIG (Social Academic Instruction Group).Culver's aids our PBIS team (Positive Behavior Interventions & Supports) by providing ice cream for behavioral and attendance incentives. Pick-n-Save also aided with our 3rd Friday Count incentive by providing donuts for the whole school at a discounted price. Finally, Target is teaming with our Attendance team to provide monthly donuts to random classrooms with perfect attendance. Parents, partners and community together with LMS staff and admin have the high expectation that LMS provide the highest quality educational experiences for all students. Additionally, LMS has a Student Council where student expectations are made real through their collaboration with staff/admin and through their leadership within the school

Schoolwide Plan Components

Comprehensive Needs Assessment

Process

The Lincoln Middle School Schoolwide Title 1 Team consists of teachers, administrators and parents. The process the team utilizes is to review student performance data, determine students' needs based upon the data and to review/determine priorities and programming based upon research and best practice. Ultimately programming and expenses are determined through consensus. Parents share in the review of data and are equal members of the team who offer insight, ask questions and ultimately help the team to determine Title 1 programming.

The team met in June of 2015 to analyze school wide academic and behavioral data. At the meeting, Academic data was presented from the Badger test, NWEA MAPS, and the behavioral data from the Office of Disciplinary Referrals for the 2014-15 school year. Members were asked to study each piece of data and reflect, making notes about similarities, differences, areas of strengths and areas of growth. Each team member then added their input for each of these areas in a group share-out. In analyzing the academic data, it was noted that similarities existed in areas of growth for both Badger and NWEA-MAPS. Based on this needs assessment, the team decided to focus programming on English Language Learners. Data revealed that students in this subgroup were underperforming in both English/Language Arts and Mathematics.

As in years past staff members continue to meet on a weekly basis as grade levels and content Professional Learning Communities for the purpose of discussing student data and developing appropriate interventions to address student needs. The meetings are facilitated by the instructional coach, principal, and assistant principal. Monday's are designated as Team PLC time where teachers meet to discuss academic and behavioral needs of students within their team.

Title I Schoolwide Team and the Guiding Coalition

Name	Title	Name	Title
Starlynn Daley	Principal	Julie Lange	Special Education Teacher
Chris Geyer	Assistant Principal	Claudia Torruco	Parent
Stacy Cortez	Instructional Coach	Stacey Keckler	6 th Grade Teacher
Ardis Mosley	Parent Liaison	Richard Coshun	Dean of Students
Dawn Clayton	Special Education Teacher	Lori Rasmussen	8 th Grade Teacher
Cara Piccolo	Art Teacher	Kim Bielewicz	7 th Grade Teacher
Lisa Niederer	6 th Grade Teacher	Kathy Vincent	6 th Grade Teacher
Ashley Ciskowski	Special Education Teacher	Melissa Andreoli	Dean of Students

Kasse Talley	7 th Grade Teacher	Brenda Vela	8 th Grade Teacher
--------------	-------------------------------	-------------	-------------------------------

Title I - Schoolwide Meetings 2015-2016

Date	Topic
June 11, 2015	Needs Assessment
	Finalize Budget
August 25, 2015	Professional Learning Day
August 27, 2015	Professional Learning Day

Highly Qualified Teachers

Staff Demographics*	2015-16
Administrators	2
Teachers	52.5
Male Teachers	9
Female Teachers	43.5
Emergency Certified Teachers	1
LAP Teachers	2.5
Bilingual Teachers	0
Special Education Teachers	11
Counselor/Social Worker/Psychologist	4.5
Instructional Coach	1
Library Media Specialist	1
Instructional Technology Teacher	1
Educational Assistants	4
Behavioral Interventionist	1
Intervention Specialist	1
Total Staff	62

**Results are duplicated*

Program Strengths

The Title 1 Program at Lincoln has many strengths. One strength that has aided in the academic and behavior achievement is the addition of another Dean of Students. This addition allows for one dean of students at each grade level. The Dean can then be more proactive in supporting the needs of the students of his/her grade and work with the teachers for the betterment of the students. The Dean also can develop a more positive relationship with the students instead of being a reactive person and just processing referrals.

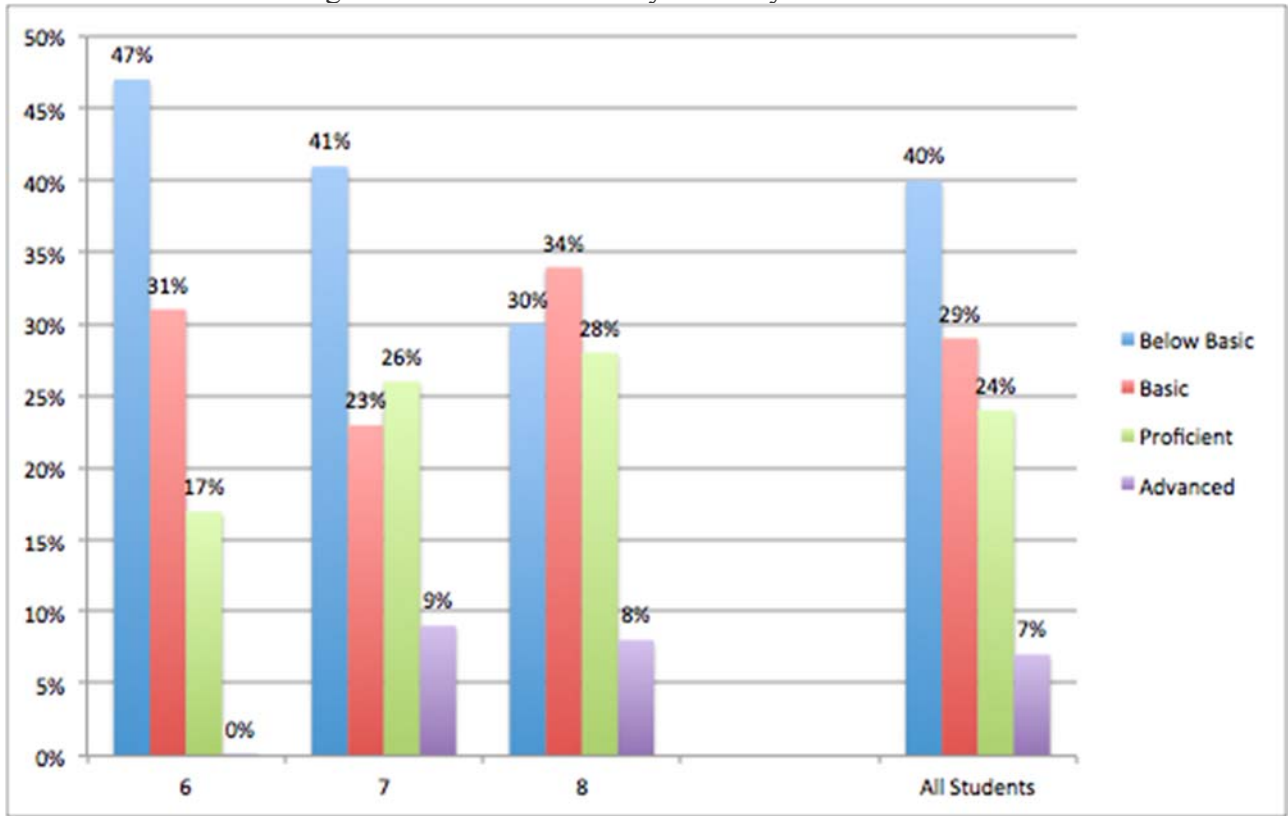
Another strength of the program is the Student Support Specialist. This staff member works with the students in the area of academics and behaviors as well. He is there to be a proactive member of the team that guides the students to making the right choices as far as their academics and behaviors. He also has developed two distinct programs for the 7th and 8th grades. 7th grade is LifeLaps and 8th grade is A-1 Prep. Each program meets after-school and has different focuses but the core of each is to aid our students into developing into respectful and responsible young men and ladies.

A third strength is our Before/After School Programs. We have developed powerful afterschool activities designed to enhance the experiences of our students. In addition to clubs such as art club, STEP team, Weightlifting club, Performing Arts, Dream Girls and Technology club, we have after school tutoring/homework help twice a week staffed by certified teachers. Before school, students can come in and play basketball in the gymnasium supervised by our Athletic Director.

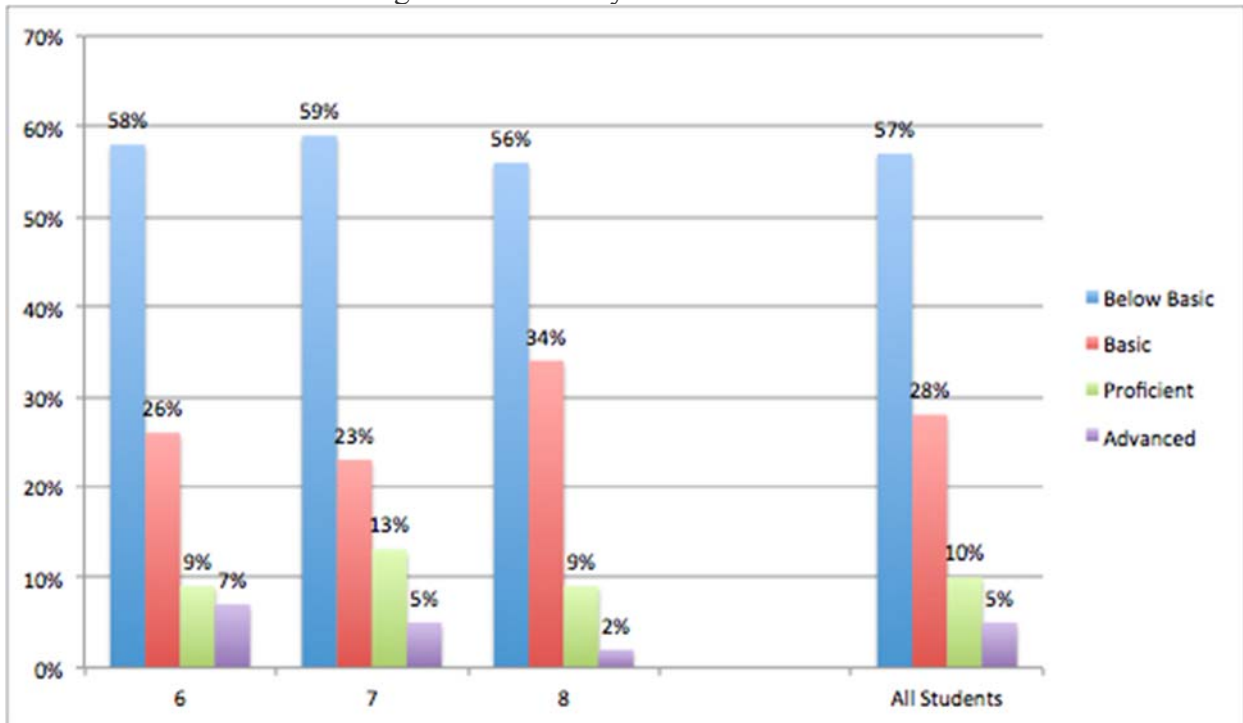
As we move forward with identifying students that are of greatest need academically, we have begun the process of training our English, Special Education, and ELL teachers in the intervention LLI (Leveled Literacy Intervention). This system will allow our teachers to drill down to the areas of weakness for students well below the grade level in Reading. Intervention kits have been purchased and training continues throughout the year with full implementation next year 2016-2017.

Lincoln Academic Data

Badger Data ELA Proficiency Level by Grade 2014-15



Badger Data Math by Grade Level 2014-15



Summary of Academic Data

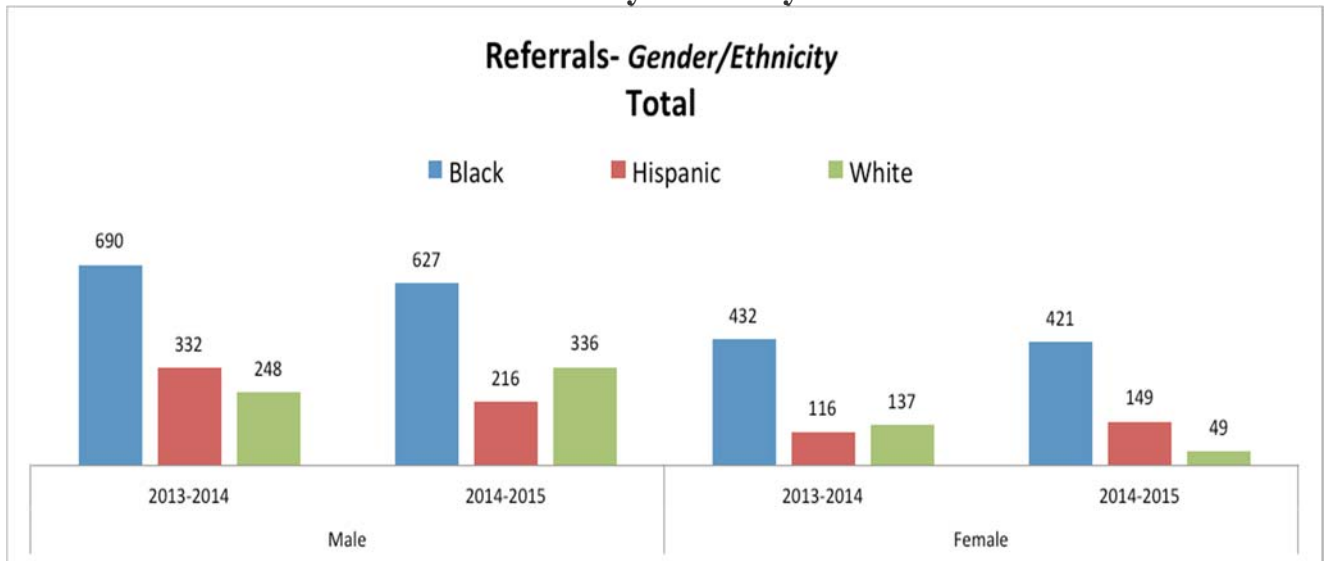
In all of the categories (Grade Level, ELL, Special Education, and Demographics) the data shows student growth as it relates to expected RIT growth in reading. Seventh grade students had the greatest percentage (67.7%) of students meeting expected RIT growth. While 6th grade showed the least percentage (50.4%) of students meeting the expected RIT growth.

ELL 7th grade students showed the greatest percentage (71.4%) of students meeting their expected RIT growth, while 6th grade ELL students showed the least percentage (63.6%) meeting expected RIT growth. Seventh grade special education students had the largest percentage (64.7%) of students meeting expected RIT growth, while the percentage (45.7%) of 6th grade students meeting RIT growth was the lowest. Overall all 7th grade students in all categories had the highest percent of students meeting expected RIT growth, and 6th grade in all categories had the lowest percent of students meeting expected RIT growth.

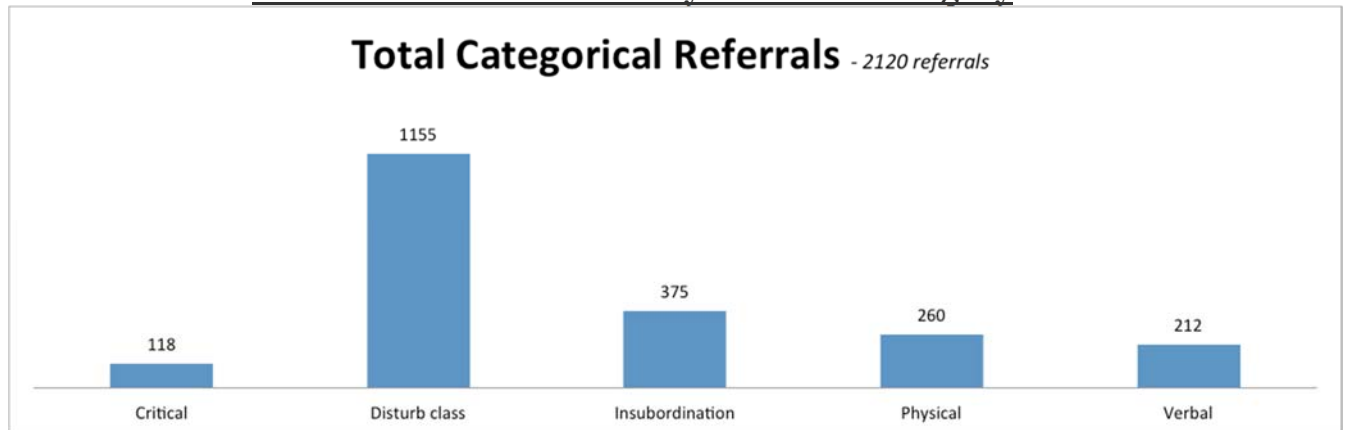
When comparing Badger student data results with NWEA results the LMS TI team opted to use NWEA data to affirm the observations made in the Badger data. These observations were used to make Lincoln's needs assessments.

LINCOLN BEHAVIORAL DATA

LMS – Referrals by Ethnicity/Gender



LMS – 2014-15 Referrals by Behavior Category



2014-15 Attendance, Suspensions (ISS & OSS)

Attendance 92.89%

ISS----174/719 (24.2%)

OSS----163/719 (22.67%)

Summary of Behavioral Data

Specific Areas of Need

Identification of Priorities:

Academic:

After reviewing the MAPs data for all demographics groups we learned that none of our ELL at 6th and 7th grade met RIT norms in reading. Approximately 9% of the 8th grade ELL students met the RIT norm for reading. Our ELL students were the lowest performing group in the area of reading as measured by MAPs. Based on the WKCE and MAPs data from last year(2013-14) we found similar results for our ELL population and therefore my SLO literacy and numeracy focus (2014-15) was the ELL student group. Badger results are available and must be your central data source. You can utilize MAPS and other sources to add to the data review process demonstrating a thorough review of student performance. MAPS data can affirm what was seen in Badger; for example while also offering a more frequent opportunity to assess student performance and to make adjustments as necessary. Though Badger (2014-15) Test results are embargoed at this time I have analyzed the data and found that our ELL demographic group was the lowest performing group in reading. Next year the middle schools will be implementing a new National Geographic curriculum for ELL aimed at improving literacy performance of that targeted

population. We would like to use Title I funds to hire a .50 ESL teacher who will work with the other LMS ESL teachers to effectively implement the new curriculum. The .50 ESL teacher will be shared between LMS and Wilson Elementary.

Behavioral:

● **Staffing**

Staff has been hired to increase parent engagement of our students of color. We have also hired staff to address the disproportionate number of students of color receiving ODRs as compared to non-students of color. This past year an ESL teacher was hired to address the achievement gap between our ESL and non ESL student population. Staff was hired to support 21st Century learning for both students and staff. Hiring a building substitute teacher will permit staff to participate in professional learning experiences at both the site and district level.

- **Parent Liaison**
 - Promote parent partnerships with school staff and community agencies to increase student attendance, decreased tardiness, and improve parent participation in school activities to enhance student achievement.
- **Dean of Students & Student Support Staff**
 - Due to the disproportionate number of students of color receiving ODRs, we hired additional staff to work on implementation of behavior interventions and supports.
 - Implementation of after school programs that improve the culture of our school by focusing on both social and academic success.
- **Instructional Technology Teacher & After School Program Staff**
 - Research has shown that integrating 21st century skills into instruction significantly improves students' achievement test scores and leads to higher motivation. Technology has also been found to improve school attendance and have a positive impact on students' self regulation and ownership of their learning.
 - Implementation of after school programs that improve the culture of our school by focusing on both social and academic success.
- **½ ESL Teacher**
 - Academic support for our ELL students, who according to the data, were the lowest performing group in the area of reading as measured by MAPs.
- **Building Substitute Teacher**
 - Enables staff to attend professional learning at both the building and district level

● Professional Development

PLCs, PBIS, Differentiation, Co-teaching, and the Workshop Model are all areas of focus for our professional learning. Research has shown that instructional strategies like the workshop model, co-teaching, and differentiation all have a positive impact on student achievement. These strategies allow teachers to personalize learning for our targeted group, while providing the support and scaffolding needed for them to make academic gains. At this time, the majority of our ELA teachers are using the workshop model in their classrooms.

- PLC Professional Learning (Solution Tree)
 - provides a structure that focuses on student learning rather than what is being taught
 - learning around characteristics inherent in professional learning communities that work to promote changes in teaching cultures.
- PBIS Professional Learning
 - Research has shown that providing Positive Behavior Interventions and Supports for students nurtures the overall school learning environment, as well as, positively impacting student academic success
- Learning Forward Conference (leadership conference)
 - Research supports that effective leadership is second only to teaching among school-related factors in its impact on student learning
- Co-Teaching Professional Learning
 - training and implementation of co-teaching strategies, within the classroom, to focus on meeting the needs of all students and increasing student learning.
- Professional Learning about Culturally and Linguistically Responsive Practices
 - training and implementation of culturally and linguistically responsive practices, within the classroom, to focus on meeting the needs of all students and increasing student learning.
- Professional Learning on instructional strategies for ELL students
 - to support teachers with instructional strategies to aid our ELL students, who according to the data, were the lowest performing group in the area of reading as measured by MAPs.
- Professional Learning on Workshop Model--training and implementation of workshop model, within the classroom, to focus on meeting the needs of all students and increasing student learning.
- Professional Learning on Differentiated Instruction
 - training and implementation of differentiation strategies, within the classroom, to focus on meeting the needs of all students and increasing student learning.
 - Students take the Measurement of Academic Progress (MAP) assessment three times per year to provide teachers with a more reliable measure of a student's aptitude. MAP will also provide a student's RIT score in specific content strands. By using the Learning Continuum component of NWEA, teachers will be able to hone in on the specific areas to address for improvement.

Professional Development 2015-2016

Topic	Date
Writing Workshop Training	July 2015 - Nov. 2015
Crucial Conversations (Book Study)	Aug. 2015 - June 2016
Differentiated Instruction Professional Learning	Aug. 2015 - June 2016
PLC Conference	Aug. 2015
Learning Forward Conference	Dec. 2015
Co-Teaching Conference	Feb. 2016
WIDA Training	Feb. 2016
Reading Workshop Training	Mar. 2016
Transforming School Culture (Book Study)	April 2016 - June 2016

Strategies to Attract Highly Qualified Teachers

Kenosha Unified School District actively seeks and recruits highly qualified teachers. New teachers to the district participate in a five day New Teacher Orientation prior to the start of the school year. This orientation sets the tone for district expectations with regard to curriculum, effective instruction designed to meet individual student needs, and professional responsibilities.

Initial educators are assigned a mentor for the first year of employment. Together they participate in professional development and use a guidebook to review a multitude of topics related to effective instruction and classroom management. KUSD also offers support for initial educators with completing the Professional Development Plan process. Organizational Training and Development offers a course to assist with writing the PDP plan and they also coordinate PDP signing events each school year.

Parental Involvement

- **Schoolwide Planning**

Parents are involved in the planning process through the parent teacher organization. Information is provided to parents through monthly newsletters, the Lincoln Website page, and Monday folders. In addition to the Lincoln PTO, we partner with Patricia Demos, Community Schools Coordinator on programs at the school called Chat-N-Chews. Lincoln also partners with Pat for Action Team for Partnership. This is a group of staff and parents that work collaboratively ????

This year at Registration, parents were surveyed about what activities that would like to see happen. The survey consisted of a list of items and parents could choose those they were interested. Activities included both family activities and some just for parents (learning the district software system Infinite Campus).

- **Informing Parents**

Parents have access to student progress and other school activities via team newsletters, the Parent newsletter, the school website, parent/teacher conferences, Tuesday folders, phone calls, and Zangle Parent/Student Connect. Parents are also provided information on the school wide plan at the annual “State of Lincoln Presentation”.

Parent Involvement Opportunities 2015-2016

Activities	Dates
Parent/Teacher Organization	3rd Monday of every month
Family Fun Nights	Once a Month
Parent/Teacher Conferences	First Quarter & Third Quarter
School Socials	Every 2 to 3 months
Student of the Month Celebrations	Every month

Transition

- Open House for Incoming 5th graders
- Gear Up for new students
- Summer school for incoming 5th graders
- Open House in August
- New students welcome folder and meeting with the grade level counselor as well as Student Ambassadors
- 8th Grade--High School Visits; Scheduling with Counselors; Career Day

Teacher Involvement in Use of Academic Assessments

- MAP testing in all grade levels in Reading and Math and analysis of data
- Analyzing MAP data
- Analyzing Badger results
- Analyzing Wisconsin Forward exam when results are available
- Analyzing ACCESS scores

- Teachers collaborating on a weekly basis to lesson plan, plan assessments, and analyze results of assessments.

Timely and Effective Assistance

- Before and after school tutoring through POWER
- Weekly Progress monitoring Team consisting of Administration, Deans, Social Worker, Counselors, Psychologist, Parent Liaison, CIP worker, Behavior Support Specialist and teachers to monitor academic and behavioral needs of students.
- Short-cycle Tiered Interventions for Academic/Behavior as well as support for students in a WILL room.
- Academic Assistance with a Literacy Focus
- Summer school
- Grade level deans meet with teachers on a monthly basis
- Student Support Specialist

Coordination and Integration of Federal, State and Local Services and Programs

- Special Education
- Community Impact
- Teaching and Learning support
- Carthage College
- University of Wisconsin- Parkside

Annual Evaluation Process

The Lincoln Staff evaluates the progress and direction of the school wide plan. Modifications are considered and put into place as needed. In late early spring the school wide team will meet to plan for the following school year.

The LMS Title 1 team recognizes that a significant amount of growth has been made in mathematics by students with disabilities in 7th grade (94.4%)

2014-15 (Fall to Spring) MAP DATA

by Grade Level

Met RIT Growth in **Reading**

- 6th Grade--50.4%; *28.1%
 - 7th Grade--67.7%; *37.3%
 - 8th Grade--61.3%; *34.2%
- *Denotes met or exceeded RIT Norm

2014-15 (Fall to Spring) MAP DATA
ELL STUDENTS

Met RIT Growth in **Reading**

- 6th Grade--63.6%; *0%
- 7th Grade--71.4%; *9.5%
- 8th Grade--64.5%; *8.8%

*Denotes met or exceeded RIT Norm

2014-15 (Fall to Spring) MAP DATA
STUDENTS with DISABILITIES

Met RIT Growth in **Reading**

- 6th Grade--45.7%; *2.6%
- 7th Grade--64.7%; *0%
- 8th Grade--60.7%; *0%

*Denotes met or exceeded RIT Norm

2014-15 (Fall to Spring) MAP DATA
STUDENTS of Color

Met RIT Growth in **Reading**

- 6th Grade
 - B-53.7%; H-42.5%; W-53.9%
 - * B-15.8%; H-18.2%; W-41.9%
- 7th Grade
 - B-65.2%; H-72.1%; W-67.9%
 - * B-17.6%; H-34.7%; W-51.8%
- 8th Grade
 - B-45.5%; H-66.7%; W-67.5%
 - * B-23.6%; H-24.7%; W-51.1%

*Denotes met or exceeded RIT Norm

2014-15 (Fall to Spring) MAP DATA
by Grade Level

Met RIT Growth in **Math**

- 6th Grade--52.3%; 24.6%
- 7th Grade--58.5%; 21.2%
- 8th Grade--59.0%; 23.6%

*Denotes met or exceeded RIT Norm

2014-15 (Fall to Spring) MAP DATA
ELL STUDENTS

Met RIT Growth in **Math**

- 6th Grade--45.5%; 4.2%
- 7th Grade--28.6%; 4.8%
- 8th Grade--66.7%; 5.9%

*Denotes met or exceeded RIT Norm

2014-15 (Fall to Spring) MAP DATA
STUDENTS with DISABILITIES

Met RIT Growth in **Math**

- 6th Grade--54.1%; 5.1%
- 7th Grade--94.4%; 0%
- 8th Grade--53.3%; 3.1%

*Denotes met or exceeded RIT Norm

2014-15 (Fall to Spring) MAP DATA
STUDENTS of Color

Met RIT Growth in **Math**

- 6th Grade
 - B-57.4%; H-47.5%; W-53.4%
 - * B-12.3%; H-13.6%; W-40%
- 7th Grade
 - B-53.2%; H-46.4%; W-73.1%
 - * B-9.8%; H-13.9%; W-34.9%
- 8th Grade
 - B-40%; H-64.4%; W-64.4%
 - * B-16.4%; H-12.7%; W-37.8%

*Denotes met or exceeded RIT Norm