



Executive Summary

School Information

School Name

Abraham Lincoln High School

Grades Served

09-12

Phone

7204235000

District Name

Denver County 1

Website

Description

Abraham Lincoln High School is a High School with grades 09-12 in Southwest Denver. Here is a link to the website <http://alhs.dpsk12.org/>

School Contact Information

Relationship of UIP Elements



Priority Performance Priorities



Root Cause



Major Improvement Strategies

• *PSAT/SAT Academic Growth in Literacy and Math, 0010 2025*

- Lack of schoolwide system to fill academic gaps for all students
- Lack of schoolwide system to promote a sense of belonging and relationships
- Lack of a schoolwide system to promote students' identities as scholars

- Coaching/Observation-Feedback
- Data-Driven Instruction
- Collective Teacher Efficacy - Visible Learning

• *Graduation & Dropout Rates, 0010 2025*

- Lack of schoolwide system to fill academic gaps for all students
- Lack of schoolwide system to promote a sense of belonging and relationships
- Lack of a schoolwide system to promote students' identities as scholars

- Coaching/Observation-Feedback
- Data-Driven Instruction
- Collective Teacher Efficacy - Visible Learning

• *Low Student Engagement, 0010 2025*

- Lack of schoolwide system to promote a sense of belonging and relationships
- Lack of schoolwide system to fill academic gaps for all students
- Lack of a schoolwide system to promote students' identities as scholars

- Collective Teacher Efficacy - Visible Learning
- Coaching/Observation-Feedback
- Data-Driven Instruction

Student Performance Priorities

Student Performance Priority Summary

- Abraham Lincoln High School is prioritizing math and literacy growth, attendance and chronic absenteeism and dropout and graduation. Attendance and chronic absenteeism are important for students to be able to benefit from instruction and improve their academic outcomes. Literacy and math growth is important for students to be able to graduate and access college and career opportunities. Dropout rates and graduation rates are critical for students to be able to access as many opportunities after high school as possible. Our data shows that no student group has historically met or exceeded expectations in these areas, therefore we will focus our improvement efforts on improving these outcomes for all Lincoln Lancers. Other data considered includes literacy and math achievement, science achievement, ACCESS growth (English Language Development), behavioral-related data (in-school and out-of school suspensions), BESS outcomes (social-emotional risk factors), and matriculation rates. We are prioritizing Reading & Writing and Math growth over achievement because achievement will improve as growth improves. ACCESS data, science achievement, behavioral-related data and BESS outcomes were not selected as our students have historically met or exceeded expectations in this area. In addition, prioritizing math and literacy will have a positive impact on Science scores. All data will continue to be monitored and addressed as needed.

Student Performance Priority # 1 : PSAT/SAT Academic Growth in Literacy and Math, 0010 2025

Student Performance Priority Category

Other academic performance

What group(s) is this Student Performance Priority focused on?
(Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on?
(Choose all that apply OR select "All Grades Served")

9 10 11

What is the current performance of this Student Performance Priority?

In SY24-25 the PSAT/SAT EBRW (Evidence-Based Reading & Writing) MGP was 42 and 44.5 for Math. This also addresses our CS ESSA Identification. Over the past few years, math growth has been stable while EBRW growth has declined. This is below school expectations.

What is the 2-year (end of 2027-28) measure and target?

CoSAT EBRW: 65 MGP CoSAT Math: 65 MGP

What is the 1-year (end of 2026-27) measure and target?

CoSAT EBRW: 60 MGP CoSAT Math: 60 MGP

Interim Measure and Target?

Measurement Dates

Please see uploaded file for all Interim Targets.

Student Performance Priority # 2 : Graduation & Dropout Rates, 0010 2025

Student Performance Priority Category

Postsecondary Workforce readiness (Other)

**What group(s) is this Student Performance Priority focused on?
(Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)**

All Student Population

**What grade(s) is this Student Performance Priority focused on?
(Choose all that apply OR select "All Grades Served")**

All Grades Served

What is the current performance of this Student Performance Priority?

The 2024, the 5 year graduation rate was 70.9% which is a decrease compared to previous years. Our dropout rate in 2024 was 3.7%. Dropout rates have improved and are still below school expectations. This is below school expectations. This addresses our CS ESSA identification.

What is the 2-year (end of 2027-28) measure and target?

5 yr grad rate: 94% dropout rate: 1.4%

What is the 1-year (end of 2026-27) measure and target?

5 yr grad rate: 90% dropout rate: 1.7%

Interim Measure and Target?

Measurement Dates

Please see uploaded file for all Interim Targets.

Student Performance Priority # 3 : Low Student Engagement, 0010 2025

Student Performance Priority Category

Student engagement

What group(s) is this Student Performance Priority focused on?
(Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on?
(Choose all that apply OR select "All Grades Served")

All Grades Served

What is the current performance of this Student Performance Priority?

Our average daily attendance in SY24-25 was 80% and 73% of students were chronically absent. Attendance rates were stable while chronic absenteeism rates got slightly worse. This is below school expectations.

What is the 2-year (end of 2027-28) measure and target?

Average daily attendance= 88% 40% of student chronically absent

What is the 1-year (end of 2026-27) measure and target?

Average daily attendance= 85% 50% of student chronically absent

Interim Measure and Target?

Measurement Dates

Please see uploaded file for all Interim Targets.

Root Cause Analysis



PSAT/SAT Academic Growth in Literacy and Math, 0010 2025



Lack of schoolwide system to fill academic gaps for all students

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

We do not yet have a system to accelerate learning beginning in ninth grade and upon enrollment. We do not yet have effective scheduling practices that meet individual student needs. We do not yet have effective systems to develop teachers' capacity in creating standards based, differentiated lesson plans including relevance. We do not yet have a system that supports the the use of effective tools and strategies to appropriately differentiate tier 1 instruction for all students,. We do not yet have an effective system to build teacher capacity for using data and planning for enhanced instruction with CDE approved curricular resources. Additionally, we have not yet built leaders' capacity with facilitating effective data and planning meetings. There was a lack of correlation between lesson plans teachers created and the actual instruction observed in class. During lesson plan audits throughout the year, our ILT noticed that over 50% of teachers did not implement their lesson the way the lessons were planned. When the system does not support students feeling successful in class, they stop attending, which impacts their attendance and chronic absenteeism rates.

Root Cause Category

Instruction

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

This root cause was determined using the circle map process with the Instructional Leadership Team (ILT) and behavior team in April. In analyzing resource inequities, there is a need to improve educational materials and resources and programs and services. Observational data showed that over 90% of classrooms observed and lesson plans audited did not address students learning gaps identified during DDI and PLC. This root cause was confirmed during a staff meeting in May, during a Collaborative School Committee (CSC, which includes family and community members) in May, and with the district School Improvement Partner in August.



Lack of schoolwide system to promote a sense of belonging and relationships

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

We do not yet have a system that supports all educators' mindsets around culturally responsive education, including students belonging to particular subgroups as well as students' individual lived experiences. We do not yet have a sense of belonging within the school. The system does not promote a sense of connection between students, between students and staff, between staff, and between staff and families. There are no clear systems to monitor schoolwide expectations for students behavior in the classroom, nor to develop a sense of belonging at school. This root cause impacted out student attendance, as well as students' achievement, and therefore impacted dropout and graduation rates.

Root Cause Category

Equity

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

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Lack of a schoolwide system to promote students' identities as scholars

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

We do not yet have a schoolwide system that promotes high expectations with attendance, behavior and academics. There are no clear systems to monitor schoolwide expectations for students behavior in the classroom. This root cause impacted out student attendance, as well as students' achievement, and therefore impacted dropout and graduation rates.

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Graduation & Dropout Rates, 0010 2025



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Low Student Engagement, 0010 2025



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Major Improvement Strategies



Coaching/Observation-Feedback

Teacher coaching is a partnership between a teacher and an expert that is focused on improving teacher performance. Feedback is information provided to teachers about student learning in their classrooms and/or their performance toward professional goals. Effective coaching and feedback results in changes to teacher practice and student achievement. Coaching at our school will include: roles, systems, structures and training; foundational elements and common practices of effective coaching; data analysis to inform coaching; and cycles of effective feedback. The SLT will collaboratively develop a criteria (expectation) for rigorous student discourse and school-wide expectations. Teachers will plan for meaningful discourse during weekly team planning meetings and will receive feedback on I8 during each observation throughout the year. We will see an increase on I8 teacher scores as compared to 2023-24 and also throughout the 2024-25 school year. Teachers will improve skills in providing both Learning Environments and grade level instruction. This will lead to higher numbers of students mastering grade level expectations. This MIS will address the root causes around academic gaps and student identity, which will improve our SPPs around attendance and chronic absenteeism, literacy and math achievement, and therefore improve our dropout and graduation rates. All action steps in this MIS will be supported by the EASI grant, and will address the Resource Inequities around Programs and Services.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Lack of schoolwide system to fill academic gaps for all students
- Lack of a schoolwide system to promote students' identities as scholars

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

Teacher Coaching has an evidence base from researchers such as Paul Bambrick-Santoyo, Linda Darling-Hammond, Michael Fullan and Jim Knight.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

General Fund/Local Funds



Data-Driven Instruction

Data-Informed Instruction is a robust set of ongoing practices that focuses on assessing student learning, analyzing assessment data, and adjusting instruction in response to the assessment data in intentional cycles (daily, weekly, etc). DDI at our school will include intentional assessment of student learning, data analysis structures and routines, and instructional practices informed by data analysis. Consistent data meetings for foundational skills, writing, and math in all classrooms across the building. Collaboration between facilitators to ensure high-quality meetings. All teachers adjust instruction to respond to data from data team meetings and daily active monitoring data. Teams will fully complete the Relay DDI protocol every other week and implement remediation and acceleration activities in response to student data. This will lead to increased growth and higher numbers of students mastering grade level expectations. This MIS will address the root cause around academic gaps which will improve our SPPs around literacy and math achievement and growth, and therefore improve our dropout and graduation rates. Action steps in this MIS will be supported by the EASI grant, and will address the Resource Inequities around Programs and Services.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Lack of schoolwide system to fill academic gaps for all students

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

DDI has an evidence base from researchers such as Paul Bambrick-Santoyo, Michael Fullan and Jim Knight.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

General Fund/Local Funds



Collective Teacher Efficacy - Visible Learning

Collective Teacher Efficacy is defined by Albert Bandura as “a group’s shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment.” (1993, 1997) It is more complicated than just believing you can make a difference collectively, but rather it is a “collaborative conversation based on evidence” (Jenni Donohoo with her book “Collective Efficacy: How Educators’ Beliefs Impact Student Learning“). Collective Teacher Efficacy is based on mastery experiences, vicarious experiences, social persuasion and affective states at the organizational level. Staff will interact with each other and the administration in order to increase their collective belief in the ability to positively impact student outcomes. Teachers will reinforce and support one another in achieving schoolwide goals focused on increased student growth and achievement. School leaders understand individual teacher strengths and needs, and provide support that increases teacher capacity. Staff will interact with students and their family members regularly in ways that promote student identity and sense of belonging. This will lead to improved student experiences at school, which will in turn lead to improved cognitive engagement and academic outcomes for students. This MIS will address the root causes around academic gaps, student sense of belonging, and student identity, which will improve our SPPs around attendance and chronic absenteeism, literacy and math achievement, and therefore improve our dropout and graduation rates. Action steps in this MIS will support the Resource Inequity around Community Collaboration and Partnerships.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Lack of schoolwide system to fill academic gaps for all students
- Lack of schoolwide system to promote a sense of belonging and relationships
- Lack of a schoolwide system to promote students' identities as scholars

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

Collective Teacher Efficacy has an evidence-base from Rachel Jean Eells' "Meta-Analysis of the Relationship Between Collective Teacher Efficacy and Student Achievement (2011).

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

General Fund/Local Funds

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis: The Unified Improvement Plan is the result of thorough data analysis. Data was analyzed from both local and state sources. Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Input on Plan Development: The plan was developed in partnership with stakeholders, including the principal and other school leaders, teachers, and the School Accountability Committee (SAC) or District Accountability Committee (DAC). For additional information on Accountability Committees, view the resource linked under "Resources" on this page.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
Stakeholder Awareness - ESSA School Improvement: Stakeholders involved in the development of the plan were made aware of reasons for ESSA identification and were active partners in reviewing performance on related indicators and providing input on strategies or interventions related to identification.	Federal Identification	<input checked="" type="checkbox"/> I agree
Stakeholder Progress Monitoring: The site will involve stakeholders—at a minimum, the School Accountability Committee—in progress monitoring the implementation of the plan throughout the school year.	All Schools and Districts	<input checked="" type="checkbox"/> I agree
OPTIONAL Title I, Part A Schoolwide Plan: This plan will serve as the Comprehensive Schoolwide Plan for schools participating in Title I, Part A Schoolwide programming.	Title I, Part A Schoolwide Plan	<input type="checkbox"/> I agree
Family Notification and Local Board Adoption: Written notice of the initial plan type was shared with families within 30 calendar days of identification. The SAC met to provide input on the improvement plan prior to the public hearing. A public hearing was held at least 30 calendar days after the date on which the district provided the written notice. The local board reviewed and adopted the plan.	State Identification	<input type="checkbox"/> I agree

Data Analysis - Improving Mathematics Outcomes K-12: Math assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, performance levels, and student demographics (e.g., Free & Reduced Lunch, IEP, Multilingual Learners).

Improvement, Priority
Improvement and Turnaround
Plans

I agree

Attachments

- Final_~V6 Abraham Lincoln High School UIP 2025-26.pdf
- Final_~V5 Abraham Lincoln High School UIP 2025-26.pdf
- Final_~V4 Abraham Lincoln High School UIP 2025-26.pdf
- Final_~V3 Abraham Lincoln High School UIP 2025-26.pdf
- Final_~V2 Abraham Lincoln High School UIP 2025-26.pdf
- Final_~V1 Abraham Lincoln High School UIP 2025-26.pdf
- Final_~V1 Abraham Lincoln High School UIP 2025-26.pdf
- 0880-0010 Abraham Lincoln High School.pdf