



LINCOLN ACADEMY

**Executive Director Report
November 15, 2022**

LINCOLN ACADEMY MISSION AND VISION

The **Mission** of Lincoln Academy is to help students attain their highest social and academic potential through an academically rigorous, content-rich educational program in a safe, orderly, and caring environment.

Our **Vision** is to prepare all students for their future endeavors by providing a comprehensive Core Knowledge Education.

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SAFE, ORDERLY, CARING

Staff De-escalation Training

On November 1st and 8th, the Lincoln Academy staff attended Jeffco Verbal De-Escalation Training. The training was designed with a goal of helping staff understand and recognize the cycle of student behaviors and then giving them a variety of immediately accessible de-escalation strategies. This serves as a valuable tool for staff managing student behavior challenges.

See the Training Presentation

Veteran's Day

<https://www.facebook.com/LincolnAcademyCharter/videos/858529992184951>

On Friday, November 11th, we held our Veteran's Day Assembly. This event honored and thanked veterans from the Lincoln Academy community for their patriotism, love of country, and willingness to serve and sacrifice for the common good.

Event Agenda:

- 8:20 Classes arrive 5th-8th come in with homeroom teacher
- 8:25 Pledge by Mr. Zielinski
- 8:30-8:40
 - 3rd-grade poetry or prose recitation by 2-3 students/similes
- 8:40-9:10
 - 4th-grade 4 songs (medley)
- 9:10-9:15
 - K hand out craft
 - First-grade handout letters
- 9:15 Release veterans to receiving line by branch
 - 9:15 classes dismiss
 - 9:15-9:25 dismiss students and give thanks to veterans through receiving line

5th/6th Grade: Pep Rally

<https://www.facebook.com/LincolnAcademyCharter/videos/2950827101886379>

5th/6th Grade: A Walk in the Woods

<https://www.facebook.com/LincolnAcademyCharter/videos/689448869177663>

UNIFIED IMPROVEMENT PLAN

See the UIP document

PROFESSIONAL DEVELOPMENT

From the September report, the 2021-2022 focus for professional development at Lincoln Academy comes from our mission.

...academically rigorous

...content rich

One of the areas mentioned for future work under academically rigorous was “use of talk structures that support student engagement and discourse such as Accountable Talk”. During our October 24th Professional Development Day, we focused on Accountable Talk. Work on Accountable Talk will continue throughout the school year.

Accountable talk refers to the type of talk that moves learning forward. Wolf, Crossen and Resnick (2006) describe three aspects of accountable talk:

1. Accountability to the learning community
2. Accountability to accurate knowledge
3. Accountability to rigorous thinking.

A focus on accountability to the learning community ensures that talk participants make efforts to help others in the group understand. Helping others to understand involves paraphrasing, re-phrasing, using examples, active listening and building upon the contributions of others.

A focus on accountability to accurate knowledge highlights the importance of including correct information in a discussion. Finally, a focus on the accountability to rigorous thinking promotes logical thinking, reasoning and the ability to explain thinking.

The reasons and protocols for accountable talk can be made explicit to students, and talk can be presented to students as a tool for learning. In order for groups of students to engage in talk that is accountable and conducive to learning, all group members need to follow the social protocols for classroom discussions.

How to interact in a talk situation can be established through the development of ‘ground rules’ for talk. Ground rules set out the parameters of how interactions take place, what to do if there is disagreement, how to respectfully challenge and how to reach an agreement.

Sample ground rules:

- We will look at the speaker to show we are listening.
- We will use our facial expression and body language to show we are listening.
- We will contribute at least one idea to the group discussion.
- We will each ask one question during the group discussion.
- We will build upon what the group members say.
- We will ask clarifying questions if we are confused.
- We will thank each other for talk contributions.
- We will use polite ways to challenge speakers with whom we do not agree.

PROSPECTIVE NEW STUDENTS



LINCOLN ACADEMY

PROSPECTIVE PARENT INFORMATION NIGHT

Thursday, December 1st
6:30 pm* No RSVP needed

The evening includes:

- Meet and Greet with our teachers and our Administrative team
- Presentation with an overview of Lincoln Academy
- Tours of the school

**PreK tour starts earlier, at 6:10 pm for those interested*



• ph: 303-467-5363 • www.lincolnacademy.net

LINCOLN AT A GLANCE

- A PreK-8th grade Jefferson County public charter school
- Tuition free for K-8th grade
- Core Knowledge curriculum, a cumulative and content-rich education
- Social-Emotional Learning for character development
- 8 am-3 pm for K-4th
- 8 am-3:15 pm for 5th-8th
- Students attend Art, Music, Technology, Physical Education and Library
- Middle School Athletics
- Theater and Music Program

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Our Vision is to prepare all students for their future endeavors by providing a comprehensive Core Knowledge education.



• www.facebook.com/LincolnAcademyCharter/

Prospective Parent School Tours

Scheduled Weekly (over 50 families have toured so far)

MATH ADOPTION

Lincoln Academy Strategic Plan

Curriculum Strategic Objective 3

Select appropriate math curriculum, align and implement the new curriculum, and evaluate efficacy and implementation.

Monitoring Benchmarks

- The Executive Team will develop standards for curriculum evaluation that meet LA core values including integration with Core Knowledge standards
- Review math curriculum option and select one for implementation for all selected grade levels
- Develop learning plan for our Math educators
- Get approved new curriculum and make necessary policy changes with the BoD
- Establish a communication plan regarding curriculum strategy, purpose, outcome and implementation strategy for BoD, staff and community

Saxon Math is no longer being printed in grades K-2. They will no longer be providing updates for any of their math materials.

22-23 Plan

November/December

- Create a summary of data, process, research, etc. from the work of the math adoption committee during the 2021-2022 school year.
- Create criteria for textbook selection. Meet with the 2022-2023 math adoption committee and review the textbooks through the lens of the above criteria.
- Math adoption committee determines a recommendation for a textbook (and possibly supplemental materials).
- Math adoption committee writes an initial draft for the textbook rollout plan (justification, transition plan, teacher professional development/planning plan).
- Math adoption committee plans for a Board workshop and a Community night.

January

- Board workshop.
- Community night.
- Math adoption committee completes the textbook rollout plan.

February

- The Math textbook adoption recommendation is presented to the Board.

March

- The Board votes on the Math textbook adoption recommendation.

WAITLIST PRIORITY GROUP

As a result of the Jefferson County School Board voting to close 16 neighborhood elementary schools, Jeffco has requested that charter schools provide priority enrollment to displaced students. In order to support this request, we are requesting to update the Family Handbook to change item #2 below to read: Waiting lists are established for each grade PreK-8 in Enroll Jeffco. Priority is given to staff children, followed by siblings, current Lincoln Academy PreK students, displaced in-district students from closing schools, other in-district applicants and finally out-of-district applicants.

I motion to approve the change in priority enrollment as described above.



Verbal De-Escalation Course

Stefanie Jones, Behavior Systems Coach
Sarah Sterling, LPC, Green Mountain Artic SEL
Coach



Training Expectations

We are Safe

- Make yourself comfortable
 - Stand, stretch, eat

We are Respectful

- Participate fully
 - Reflect, write, read, join activities, ask questions
- Complete the post-evaluation

We are Responsible

- Make the most of our time together
 - Listen, Use handouts, Complete activities

Note Catcher

Verbal De-Escalation Note Catcher



Verbal De-Escalation Note Catcher

What makes me Flip My Lid		Ways to STOP from Flipping My Lid	
		1. 2. 3. 4.	
Phase of Acting Out Behavior - Definition	Observable Behavior Examples Student and Self	Ways to Respond Student and Self	Nexts Steps I want to take
Calm:		Prevention:	
Trigger:		Prevention and Redirection:	

Housekeeping

Let us know if you need any of the following:

- Paper
- Writing Utensil
- PPE

Today

- Breaks
- Restroom locations
- Water

There is a cafeteria here at 581 Conference Place with vending machines and a place for you to rest or make phone calls.

Acknowledgements

- Multiple offices/department within Jeffco Public Schools
- Managing the Cycle of Acting-Out Behavior In the Classroom
- Geoffrey Colvin, PH.D.
- National Technical Assistance Center on PBIS (OSEP), Rob Horner, George Sugai, Brandi Simonsen
- Missouri Schoolwide Positive Behavior Support Handbook
- The Explosive Child Ross W. Greene

When you plant lettuce, if it does not grow well,
you don't blame the lettuce. You look into the
reasons it is not doing well. It may need *fertilizer*,
or more *water*, or less *sun*.



You never blame the lettuce.

Thích Nhất Hạnh

Verbal De-escalation

Used to prevent the escalation from escalating further.

- Can be used **by** anyone
- Can be used **with** anyone – students and adults

Have you experienced a time when you felt uncomfortable or challenged by someone's behavior?

- What were the first signs something was wrong?
- What did the person in distress do?
- How did you react?
- How did you feel?

Learning Objectives

1. Increased understanding of brain function
2. Increased understanding of how to remain calm in a crisis
3. Increased understanding of the *Cycle of Acting-out Behavior*
4. Increased understanding of the skills and supports used to prevent escalated behaviors
5. Increased understanding of the supports and interventions used to de-escalate behaviors

Learning Objectives

1. **Increased understanding of brain function**
2. Increased understanding of how to remain calm in a crisis
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Why do we lose
CONTROL
of our
emotions?



FLIGHT



FIGHT



FREEZE

Thinking
Brain



Emotional
Brain

Instinctive
Brain

What happens when you “flip your lid”



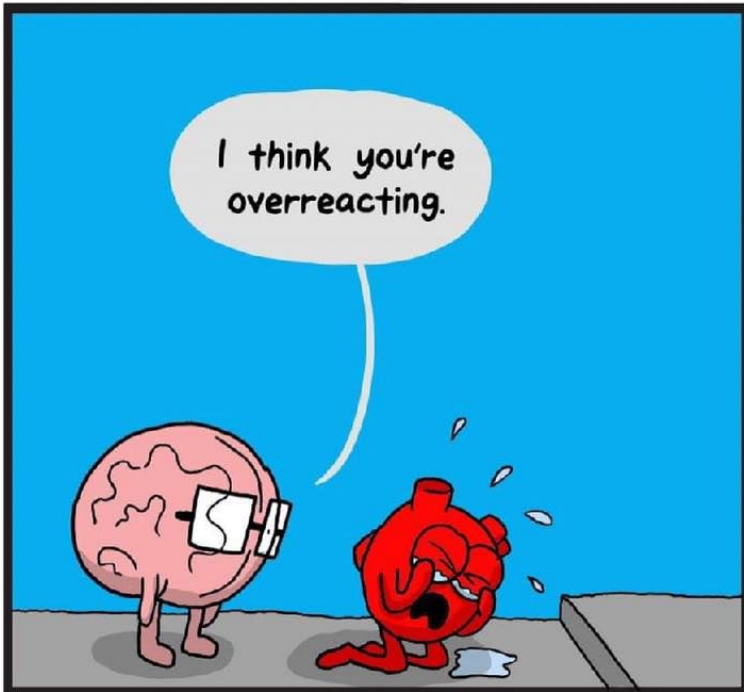
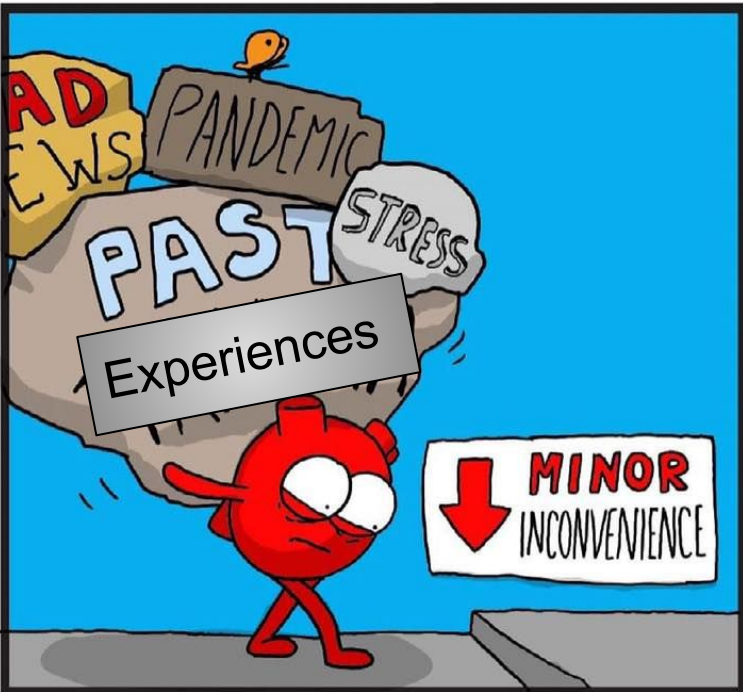
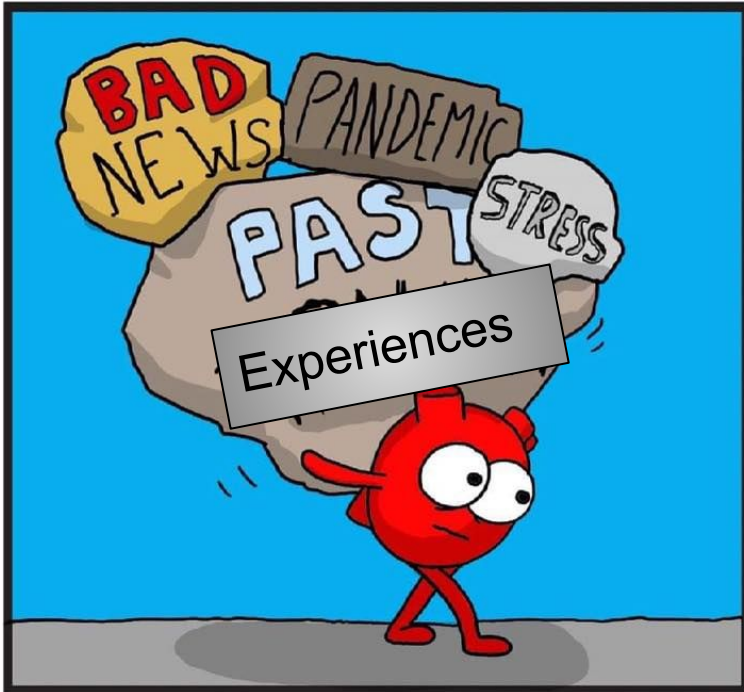
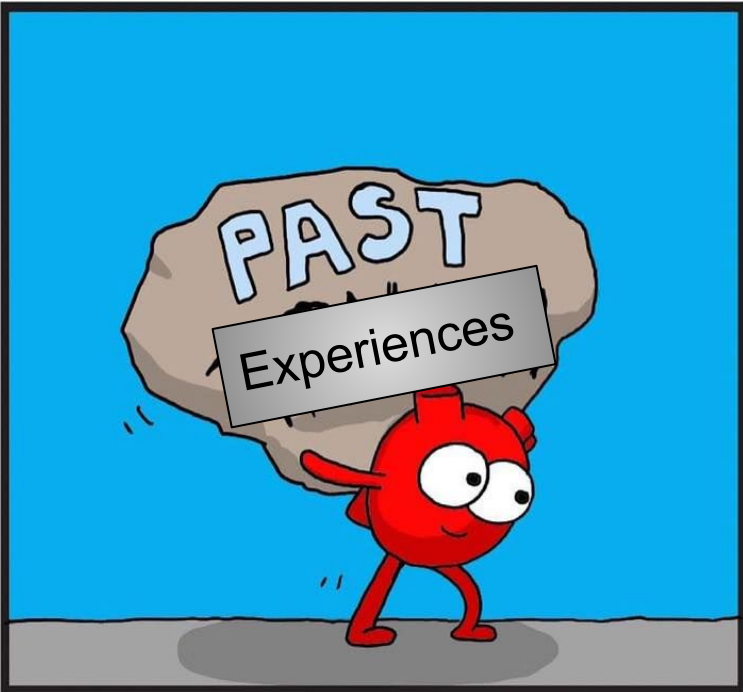
How to Make a Hand-Brain	
Description	Action
Imagine your hand is your brain.	Hold your hand up, palm facing away from you.
The thumb is like the <i>feeling</i> part of your brain.	Fold your thumb in on top of your palm.
Your fingers are like the <i>thinking</i> part of your brain.	Fold your fingers over your thumb.
When you feel strong feelings, it's like you flip your lid.	Flip up your fingers.
The feeling part of the brain takes over.	Wiggle your thumb.

- Can't access thinking brain
- Stress hormones flood the body
- Incapable of controlling emotions and behavior

Adapted from Dr. Daniel J. Siegel's Hand Model of the Brain found in *The Whole Brained Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind*. (Bantam Books, 2012, p.62).

Our interpretation guides our own reactions.





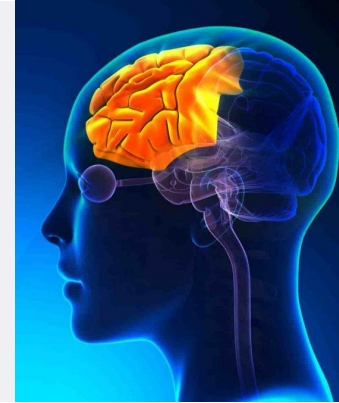
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Why did you “flip your lid”?

What are some
behaviors at school
that make YOU flip your lid?

How to STOP from Flipping your Lid



1. Know your triggers
 - a. Have a plan
 - b. Practice your plan
2. STAY CALM
 - a. Take deep breaths
 - b. Use positive self talk
 - c. Wait

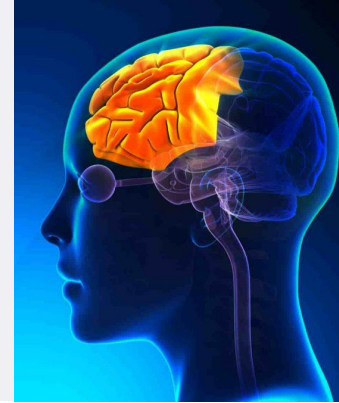
How to STOP from Flipping your Lid



Knowledge is Power. Know your...

- **Procedures** - In your building, how do you get support when you need it
 - For a student
 - For yourself

How to STOP from Flipping Your Lid



Ask for and/or Get Help you DESERVE

- EAP - free short term counseling for Jeffco employees and their families 303-982-0377
- [CU Educator Well-Being Support](#)
 - CU Anschutz Well-Being Support Line (303-724-2500)
- [Colorado Crisis Centers](#)
 - Dial 988

Practice - It's a Fire Drill

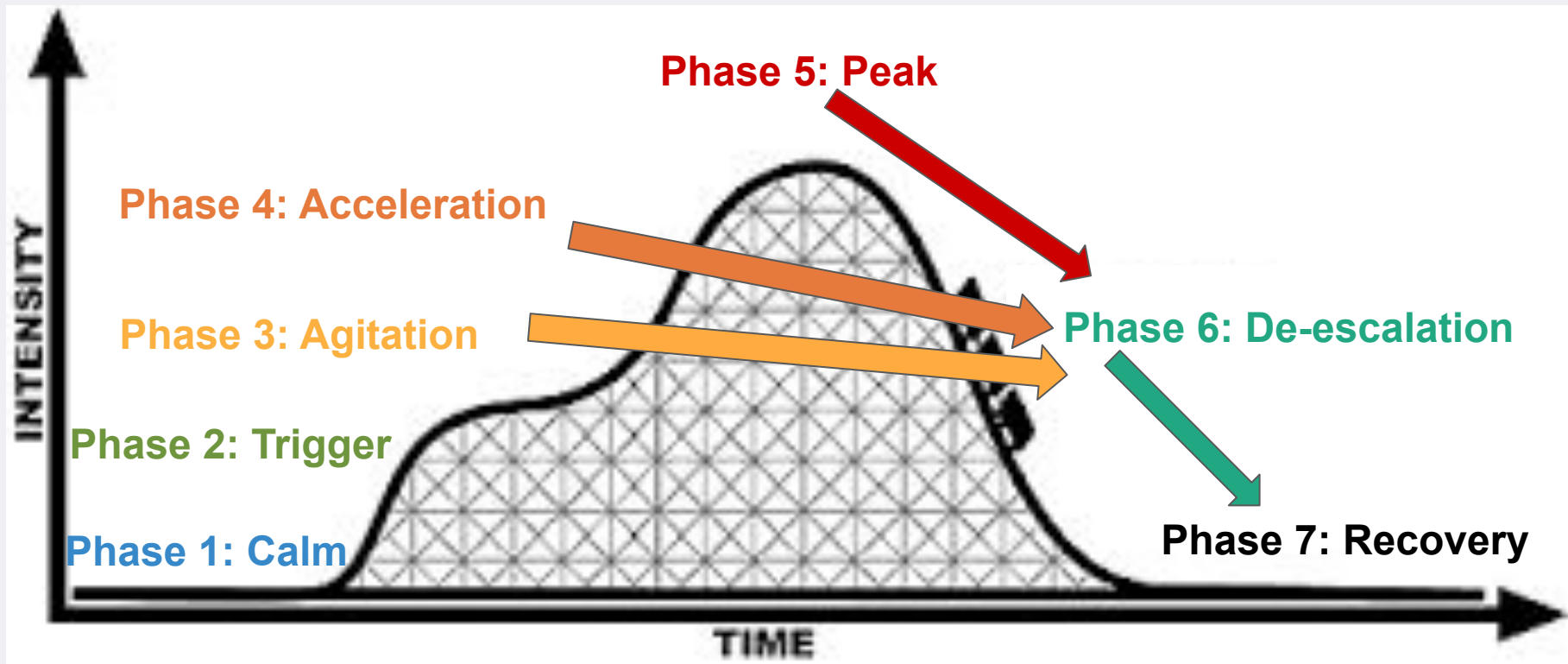
- How did you feel? Did you notice any changes in your body or breathing?
- What did you do to stay calm?
- At the end were you able to remember the original request?



Learning Objectives

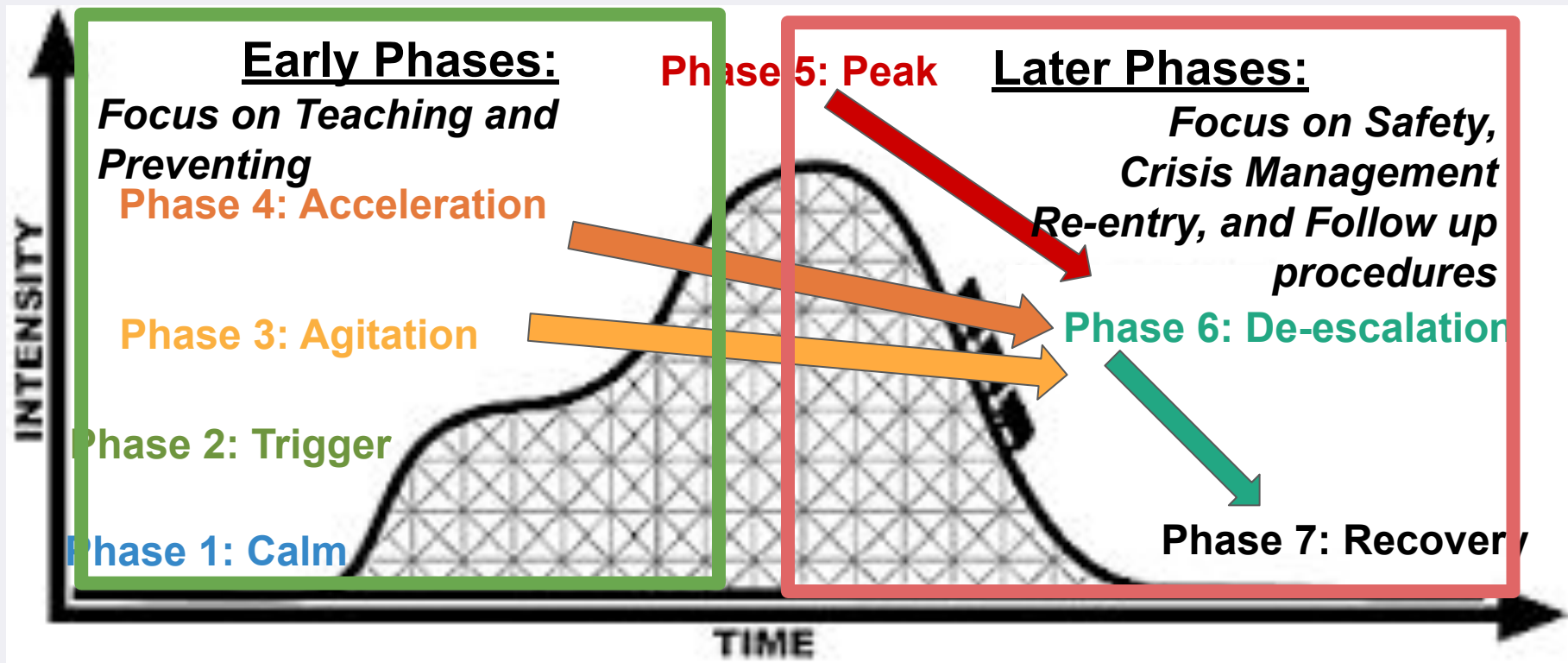
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The Cycle of Acting-out Behavior



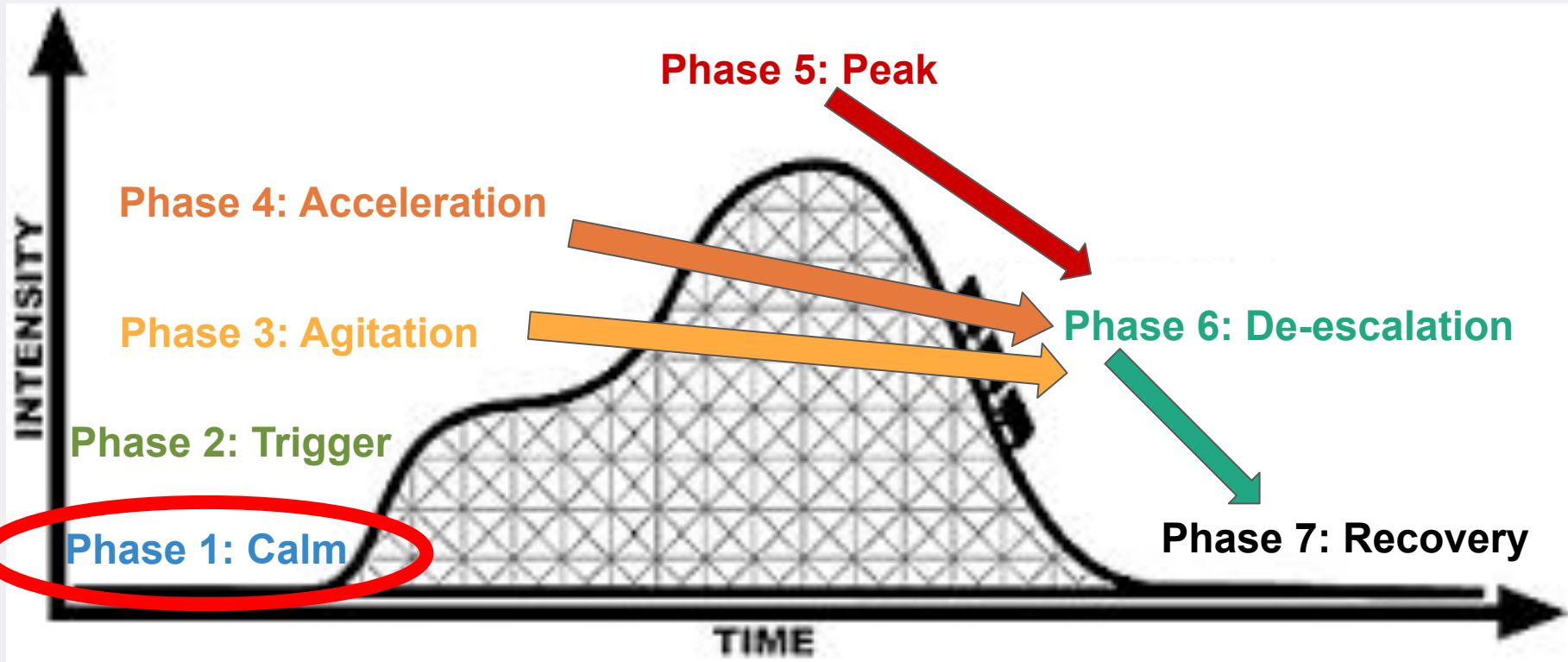
Content source: Colvin, G. (2004). *Managing the cycle of acting-out behavior in the classroom*. Behavior Associates.

The Cycle of Acting-out Behavior



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Stage: CALM -

Overall behavior is cooperative

Behaviors:

- Cooperative
- On-task
- Following rules and expectations
- Expected reactions to praise and redirection

Causes:

No perceived threat
and/or unmet needs
and/or unresolved
problems



Calm - Toolbox of Strategies

- Routines - how you respond to the behavior
- Affirmation Investments
- Give choice when things are going well
- Teach SEL- (*utilizing Second Step, Zones of Regulation, School Connect, etc*)
- Use foundation of school-wide PBIS

Routines and Procedures

Classroom Routines and Procedures

Expectations	Coach Bagby's Classroom Routines				
	Group work	Desk work	Quizzes and tests	Arrival	Dismissal
Ready	Offer ideas Complete all tasks	Sit with chair legs on the ground Raise your hand for help	Study for all assessments Read through and double-check all work	Get worksheet for the day off the counter Get journal out ready for daily warm-up	Check on homework Pack necessary materials
Respectful	Compliment others' ideas Listen and make eye contact	Work silently Read quietly if finished ahead of others	Keep eyes on your own paper Study with others	Keep phone off and in bag Move out of the way quickly in the hall	Wait for the teacher to dismiss you Hold doors for those with bags
Responsible	Keep materials organized Move desks quietly	Keep desk area clean Keep aisles clear	Keep desk area clean Use and replace technology	Be careful of lab equipment and other's belongings Move chairs	Push chairs under desks Walk into the hallway

Routines and Procedures for Addressing Behavior

- How will you get everyone to work so you can address the behavior?
- How will you address the behavior?
- When will you call parents?
- When will you call for support?
- How will you call for support?

Affirmation Investments



- Genuine
- Timely
- Specific
- Repetitive and frequent

Make a quick note:

What is an example of a...

- 10 cent deposit
- \$1 deposit
- \$5 deposit

Which students are you currently depositing in the most?

Which student requires more intentional deposits?



Evaluation and ESS credit



VDE Newsletter



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Stefanie Jones, EdS, Behavior Systems Coach
Sarah Sterling, LPC, Green Mountain Artic SEL
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Training Expectations

We are Safe

- Make yourself comfortable
 - Stand, stretch, eat

We are Respectful

- Participate fully
 - Reflect, write, read, join activities, ask questions
- Complete the post-evaluation

We are Responsible

- Make the most of our time together
 - Listen, Use handouts, Complete activities

Reflection

Share a story of what worked?

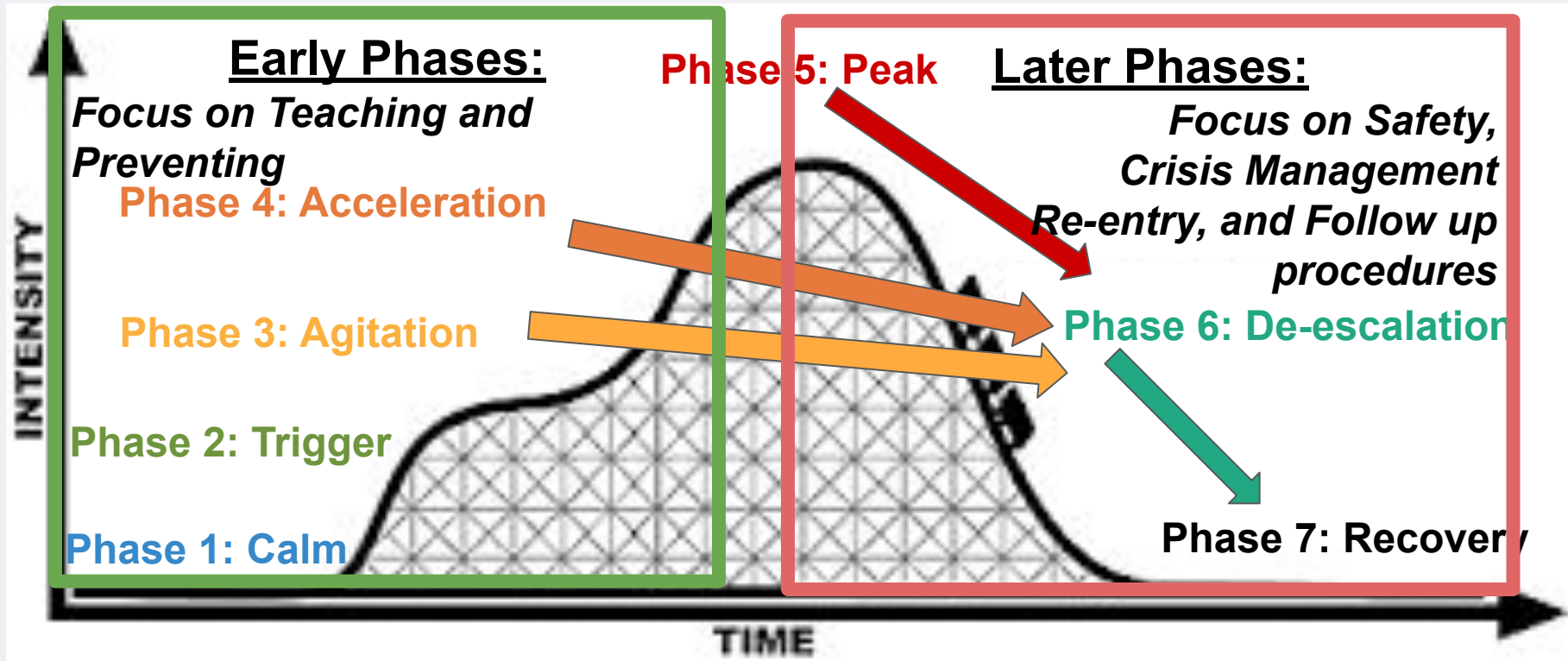
How did it feel?

How did the student respond?

Remember

- You can only control YOUR behavior
- Focus on what YOU will do
- Kids will intensify their behavior before they stop arguing
- You are playing the long game
- Behavior changes are small

The Cycle of Acting-out Behavior



Content source: Colvin, G. (2004). *Managing the cycle of acting-out behavior in the classroom*. Behavior Associates.

Thinking
Brain

Emotional
Brain

Instinctive
Brain



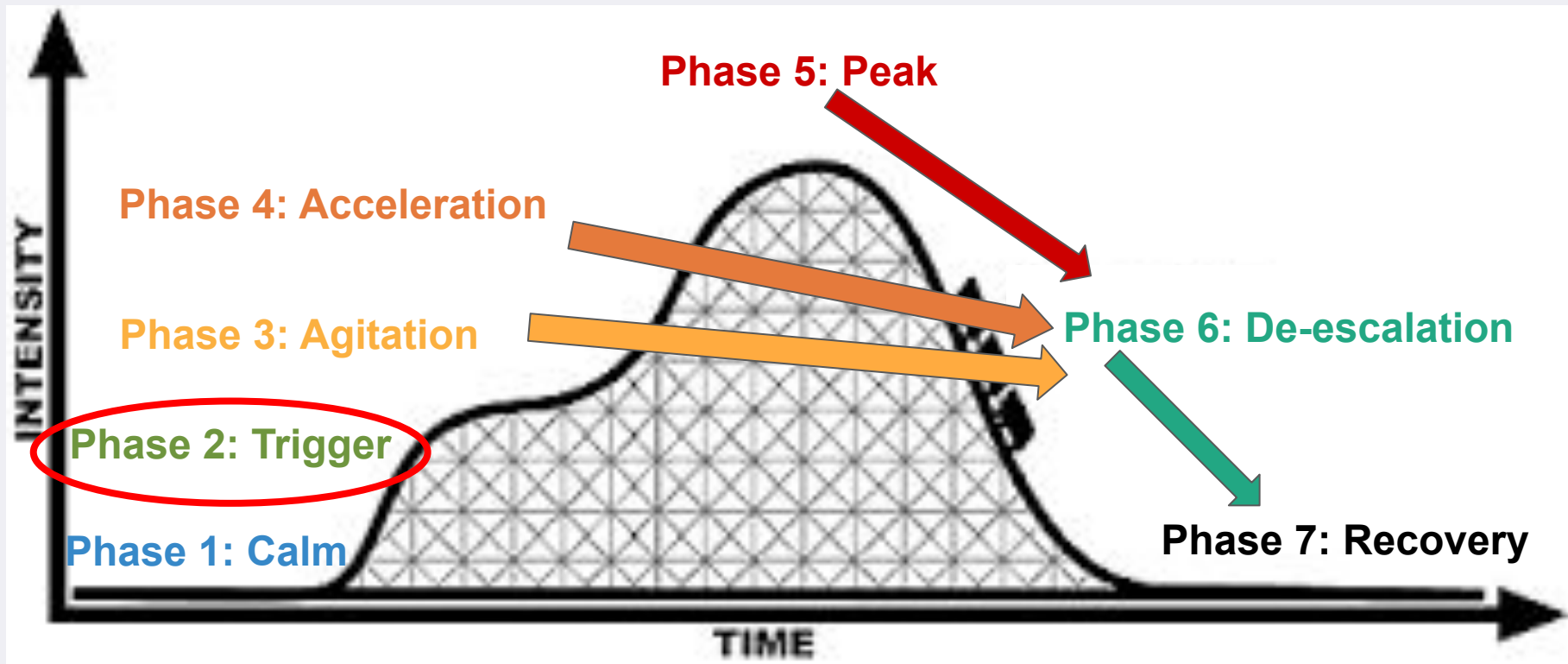
Calm - Toolbox of Strategies

- Routines - how you respond to the behavior
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The Cycle of Acting-out Behavior



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Stage: TRIGGERS - Unresolved Conflict or events that set off the acting out cycle

Behaviors:

- Stops working or engaging with peers
- Sighs and/or slumps in seat

Causes:

Events:

- Changes in routine
- Lack of sleep
- Nutritional needs

Perception that something negative is inflicted upon them such as:

- Conflicts
- Pressure (academic and/or peer)



Triggers - Toolbox of Strategies

- **Redirection:**
 - Ask if the student wants to talk
 - Ask what does the student need
- **Remind student to use previous skills taught (PBIS, Second Step, School Connect, etc)**

What do you need right now: (3 versions are in this link)

WHAT DO YOU NEED RIGHT NOW:

Walk

Talk to someone

Space

Change my self talk

I am not there yet

I can't do this yet

It's too hard for me now

I don't know how to handle it yet

WHAT DO YOU NEED RIGHT NOW:



Walk



Self Talk - I can do it!



Alone time



Get Wiggles Out
(Panther Pause Posters)



Talk to someone

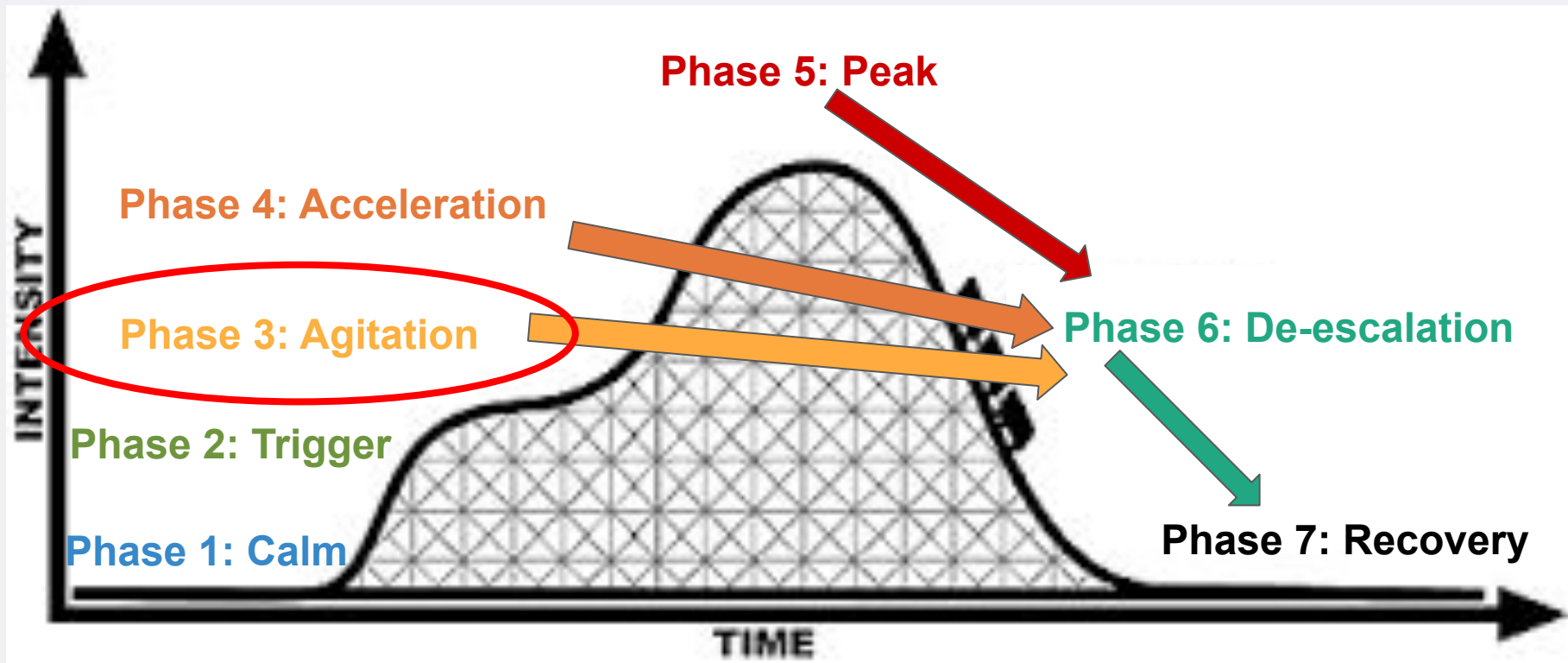


Take Belly Breaths

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The Cycle of Acting-out Behavior



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Stage: AGITATION -

Emotional Response Not Directed at Others

Behaviors:

- Darting Eyes or Staring
- Withdrawal from group
- One word responses
- Excessive movement
- Moving in and out of groups
- On- task off-task cycle

Causes:

- Students can display high levels of agitation because they cannot control or manage the unresolved problem (trigger)



AGITATION - Toolbox of Strategies

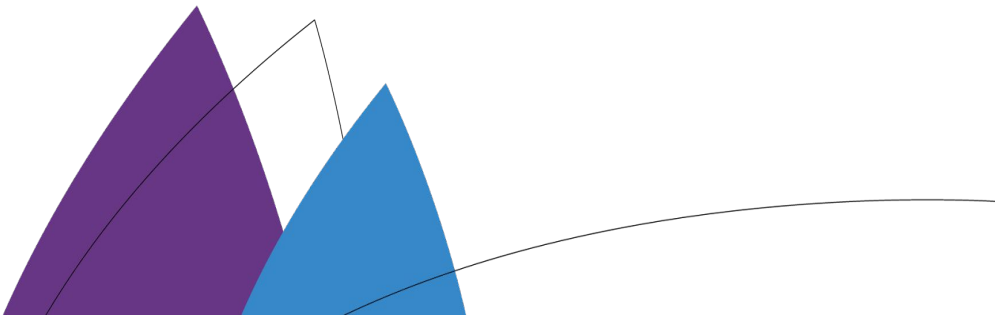
- Give Empathy
- Give Space
- Provide Assurance and Additional Time
- Movement

Empathetic Listening

An active process to figure out what the person is saying and feeling.



- Build relationships
- Demonstrate trust
- Allows for students to experience their emotions in a safe setting
- Can help you separate the person from the behavior

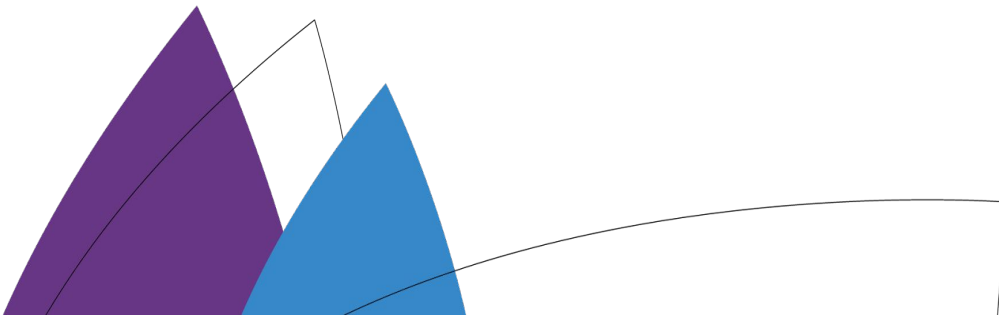


Empathetic Listening

An active process to figure out what the person is saying and feeling.



- Give undivided attention
- Listen to what the person is really saying (focus on feelings, not just facts)
- Allow silence



Empathy v. Sympathy



Give their feelings a name & Reflective Statements



**Say which emotion you
think you see:**

- You look mad
- This has been frustrating
- You seem confused
- That was really upsetting

***Repeat back what you think
you heard:***

- *I hear you saying...*
- *You said...am I getting it
right?*
- *So...*

Safety Disruptors

Ways adults escalate behaviors

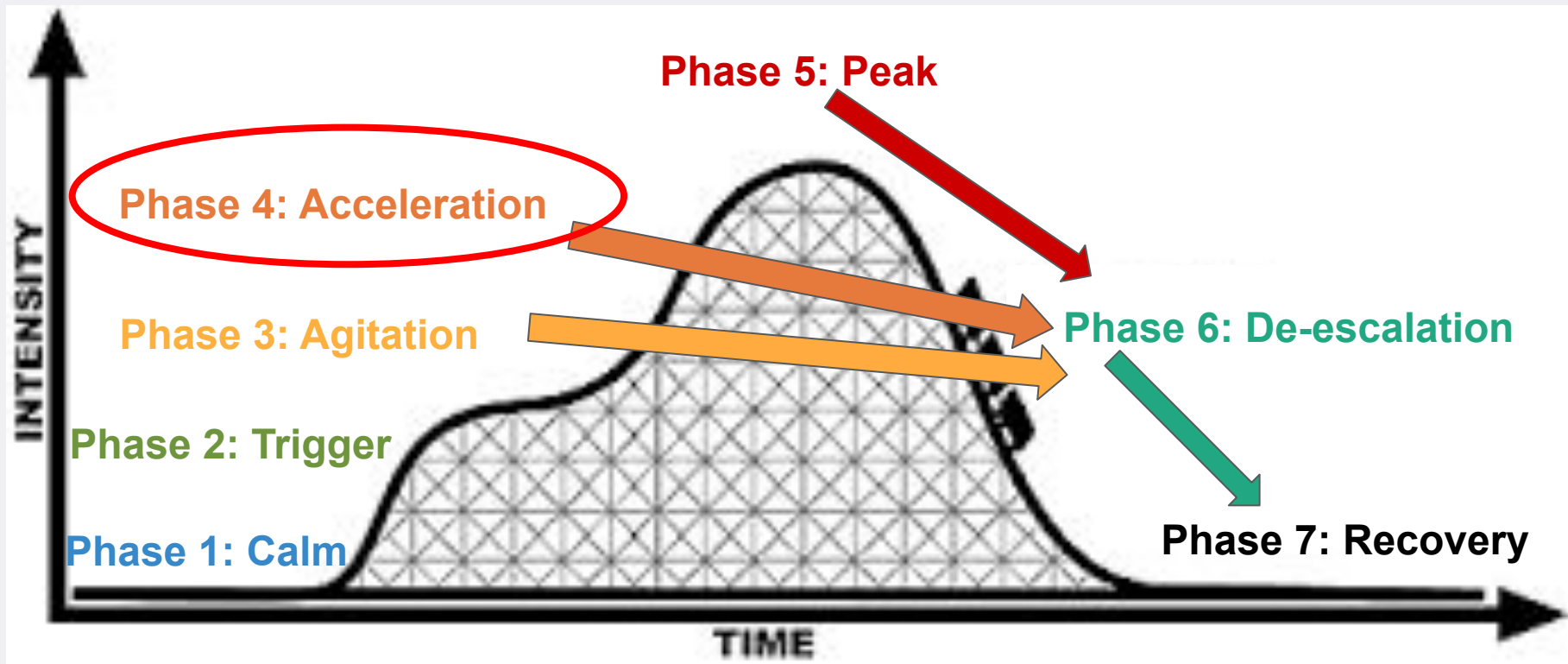
- Sarcasm
- Put-downs
- Catastrophizing
- Interrupting
- Lecturing
- Dwelling on the past
- Talking through a third person
- Shaming
- Overgeneralizing
- Mind reading

Practice - It's a Fire Drill

- How did you feel?
- What was hard as the listener?
- What did you notice when you were the listener vs the talker?



The Cycle of Acting-out Behavior



Content source: Colvin, G. (2004). *Managing the cycle of acting-out behavior in the classroom*. Behavior Associates.

Stage: Acceleration - Engaging behavior that will lead to further negative interactions

Behaviors:

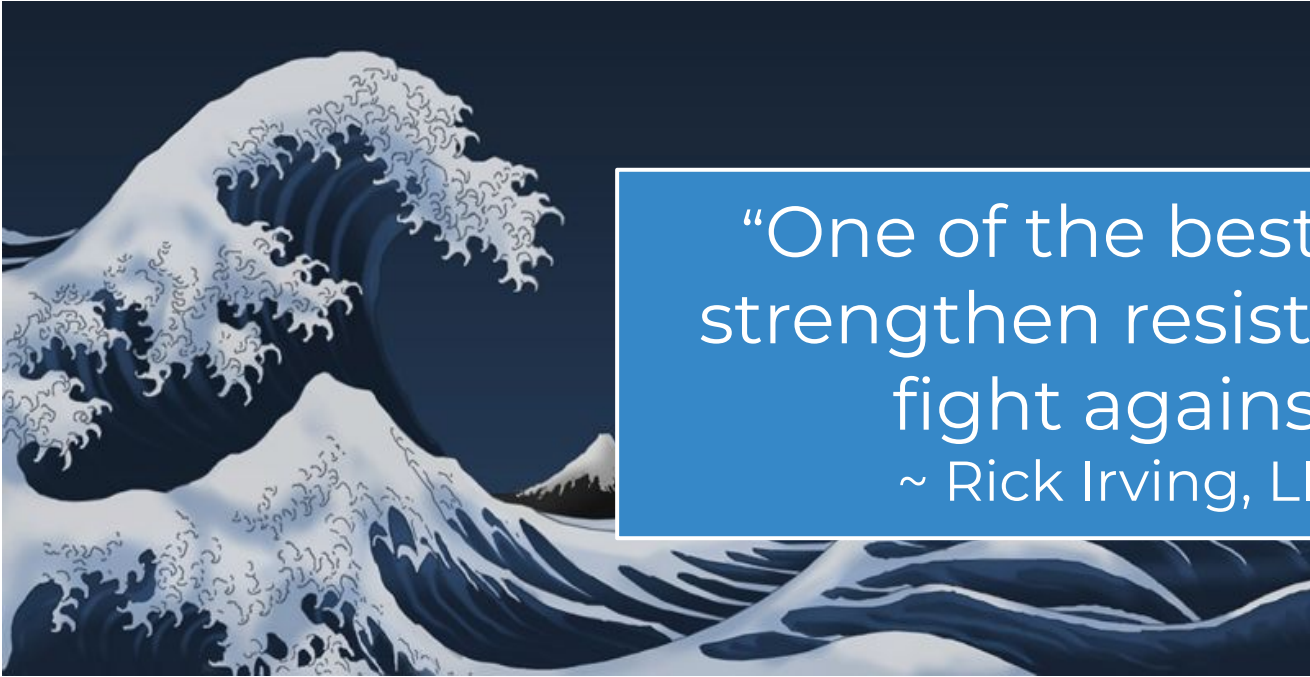
- Questioning and arguing - confrontation NOT seeking help
- Refusing to follow directions ("You can't make me, That's not fair")
- Whining and/ Crying
- Threats
- Avoiding situations

Causes:

- When the person is not given space and continues to have unresolved problems

換 Tenkan

Tenkan Japanese Aikido Techniques



“One of the best ways to
strengthen resistance is to
fight against it.”
~ Rick Irving, LICSW



When PEOPLE are overwhelmed
with
BIG EMOTIONS,
it is my job to
SHARE MY CALM
not join in their chaos



Acceleration- Toolbox of Strategies

- **AVOID POWER STRUGGLES**
 - Start with Empathy
 - Use diffusers/ go brain dead
 - Give space and time
 - Consistent message of care
- **Set limits - where can they go for safety**
- **Modify the environment to increase safety**
- **Implement student's crisis plan if applicable**
- **Allow venting**

Diffusers

Acknowledge you hear them



Simple phrases used to deter challenges.

"That's interesting"

"Noted"

"Good to know"

"Wow"

"Bummer"

"I see that"

"I hear you"

*"Thanks for letting
me know"*

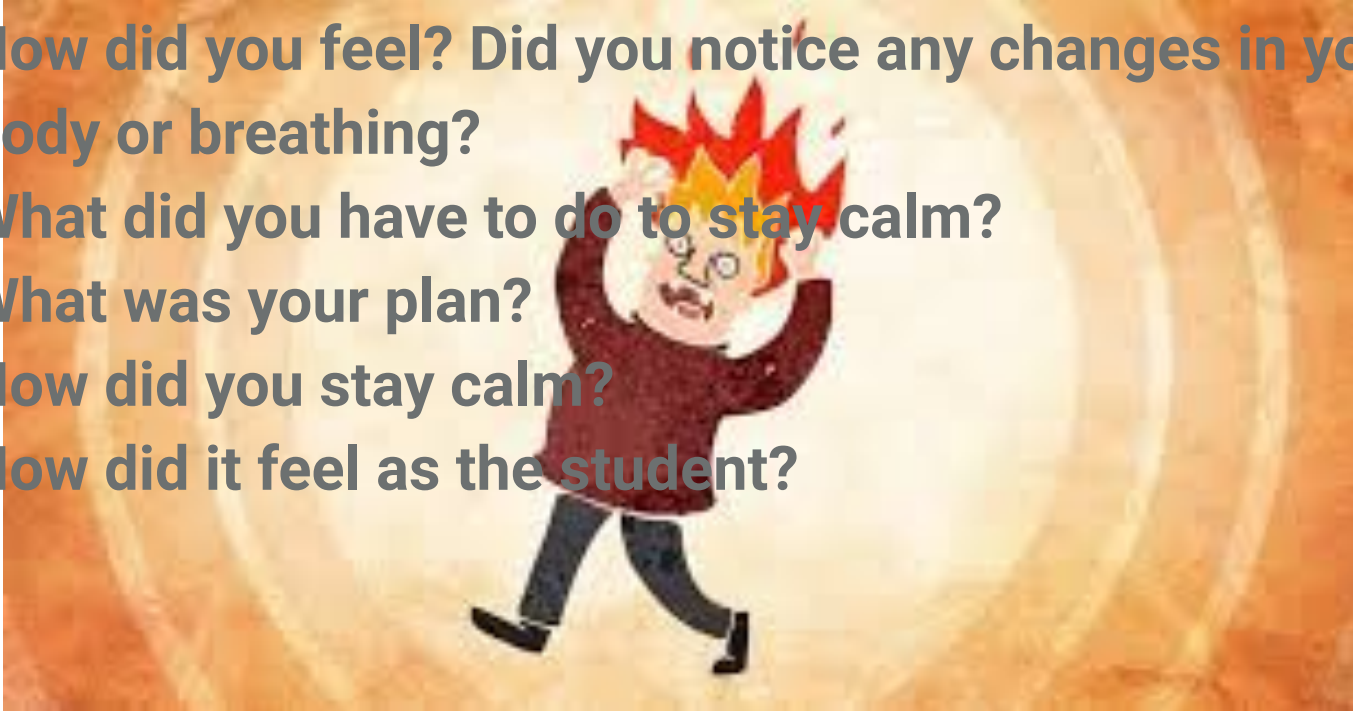
Consistent message of care:

Tone, Posture, and Position

- **Tone:** Speak calmly and be brief.
- **Position:** Respect personal space. Maintain arm/leg distance away from the individual. Move slowly or be still.
- **Posture:** Approach from the side. Keep hands relaxed, at your side, open and visible.

Practice - It's a Fire Drill

- How did you feel? Did you notice any changes in your body or breathing?
- What did you have to do to stay calm?
- What was your plan?
- How did you stay calm?
- How did it feel as the student?



Acting out stage and corresponding interventions- Tips and Tricks

Calm -

- Know your triggers
- Have a plan
- Know your routines and procedures
- Affirmation investments

Trigger - What do you need right now

Agitation - Empathy: state emotion and repeat what they said

Acceleration -

- Consistent message of care
- Tone
- Position
- Posture

Helpful Tips

- NEVER be alone with an escalated child.
- Get down on a child's level by kneeling or sitting.
- Always assume they understand every word you say.
- Talk to a child, not about them, to someone else when they are there.
- Give children plenty of warning before any transition.
- Talk about what they CAN do, not what they can't do.
- Pre-teaching is a great way to help BEFORE there is a problem.
- ALWAYS follow up after an incident to talk about "how that could have gone better."
- Look for signs of distress to avoid "flipping lids."



Evaluation and ESS credit



VDE Newsletter



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Colorado's Unified Improvement Plan for Schools

Lincoln Charter Academy UIP 2022-23 | School: Lincoln Charter Academy | District: Jefferson County R-1 | Org ID: 1420 | School ID: 5145 |
Framework: Performance Plan: Low Participation | Draft UIP

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Executive Summary



Priority Performance Challenges



Root Cause



Major Improvement Strategies

- *Mathematical Reasoning and Modeling*



- Depth of Knowledge
- Math Resources



- Mathematical Reasoning and Modeling

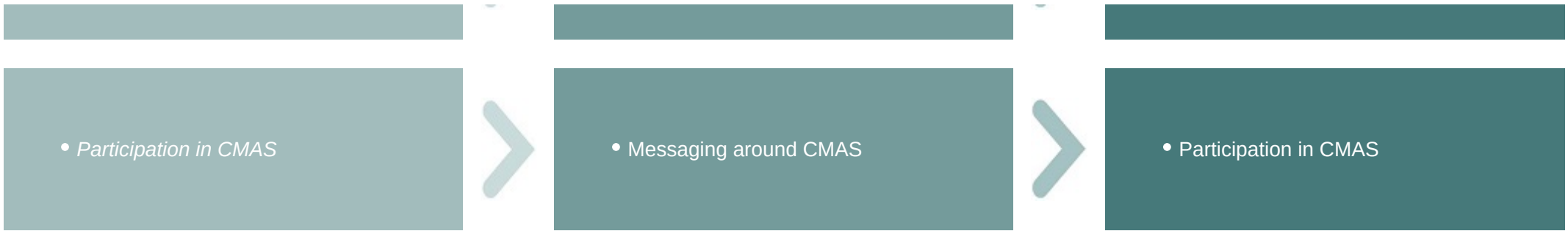
- *Underperforming Students*



- Depth of Knowledge
- Differentiation/MTSS



- Student Support



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

Improvement Plan Information

Additional Information about the school

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Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Lincoln Academy is a Core Knowledge charter school located in Arvada, CO. The school opened in 1997 with an enrollment of 119 students. We have since relocated to a larger facility and have grown to a PreK-8 school that continues to provide excellence in education to almost 800 students. We are a school of choice under Jefferson County Public Schools, therefore, all of our Kindergarten through eighth-grade students must open enroll in order to attend. Families generally choose Lincoln Academy because of the focus on the Core Knowledge curriculum and academic rigor. Our free and reduced population was recently reported at 21%. Our non-white students made up 22.5% of our total student count.

The following information is an analysis of the 2022 CMAS results and internal MAP data. Due to the reduction in required State assessments in the spring of 2021, growth data are only available for grades 5 (ELA), 6 (Math), 7 (ELA), and 8 (Math). Therefore, the growth data provides an incomplete picture of student progress and the school does not have a median growth percentile for students with disabilities in elementary from does not meet to approaching in CMAS English Language Arts to report on any changes. Lincoln Academy teachers teach the Core Knowledge curriculum and also address the Common Core State Standards. Teachers teach the Core Knowledge curriculum with fidelity which increases student knowledge. This in turn makes students more able to improve their performance on these tests.

We can, however, look at improvement in structure through our curriculum planning, instruction, and pedagogy to improve scores and growth for students. Upon receiving the annual standardized testing data, a team of administration and teachers from each grade level, special education, and specials reviews the data for strengths and growth areas both academically and socially/emotionally.

In previous years, we have worked on differentiation as well as depth of knowledge. These two areas remain important keystones for us. This year we have focused our depth of knowledge work on more rigorous assessments and backward planning. As for differentiation, we have moved more broadly to improve our MTSS (supports for targeted and intensive needs students) process. We have developed teachers in meeting the needs of students in tier 1, 2, and 3 more systematically. Looking over the current data the UIP team has agreed by consensus that our root cause analysis around depth of knowledge (addressed through planning for rigors) and differentiation (more fully addressed through MTSS) is correct, and that to see further progress we can simply focus carefully on these specific aspects.

Prior Year Targets

Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).

Lincoln Academy did not meet the target goal of all students in all grade levels increasing their median growth score by 3 points in Reading and Math. However, 5 out of 7 grade levels, which are assessed by MAP, increased the median growth for both Reading and Math. Fourth and fifth grade did not meet the median growth target for Reading. Second and fourth grade did not meet the median growth goal for Math. Through our work with Professional development and coaching cycles we saw positive changes with teachers that focused on data driven lesson planning and student discourse. The implementation of these improvement strategies were successful in many areas of Lincoln Academy, however we recognize our staff needs more work in these areas as a whole to ensure our intended outcomes.

Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.

Lincoln Academy recognizes we need to continue to implement improvement strategies in the areas of depth of knowledge and differentiation. Lincoln Academy will continue its work with teachers on depth of knowledge, student discourse, and data-driven lessons. Lincoln Academy will continue to work to gain clarity in the alignment of the Core Knowledge Curriculum and Colorado state standards using data points from MAP, Acadience, Classwork, and CMAS assessments. This will direct much of our work around further development of rigorous instruction and content-rich classroom environments.

Current Performance

• Current CMAS Performance (Highlighted Scores did not meet expectations)							
Math Participation Rate	<i>3rd</i>	<i>4th</i>	<i>5th</i>	<i>6th</i>	<i>7th</i>	<i>8th</i>	<i>Average</i>
(percent of students who participated)	98.8	95.9	92.9	85.2	80.8	46.4	83.3
ELA Participation Rate	<i>3rd</i>	<i>4th</i>	<i>5th</i>	<i>6th</i>	<i>7th</i>	<i>8th</i>	<i>Average</i>
(percent of students who participated)	98.8	95.9	92.9	85.2	80.8	46.4	83.3
Math Performance	<i>3rd</i>	<i>4th</i>	<i>5th</i>	<i>6th</i>	<i>7th</i>	<i>8th</i>	<i>Average</i>
(percent of students who met or exceeded the expectation)	57	24	32	41	35	62	41.8
ELA Performance	<i>3rd</i>	<i>4th</i>	<i>5th</i>	<i>6th</i>	<i>7th</i>	<i>8th</i>	<i>Average</i>
(percent of students who met or exceeded the expectation)	42	36	51	68	59	69	54.2
Math Growth Rate	<i>3rd</i>	<i>4th</i>	<i>5th</i>	<i>6th</i>	<i>7th</i>	<i>8th</i>	
(percent of students who made adequate growth from the previous year)	NA	NA	38	NA	60	NA	
ELA Growth Rate	<i>3rd</i>	<i>4th</i>	<i>5th</i>	<i>6th</i>	<i>7th</i>	<i>8th</i>	
(percent of students who made adequate growth from the previous year)	NA	27	NA	84	NA	NA	

Historical CMAS Context							
Math Performance	3rd	4th	5th	6th	7th	8th	Average
2021-22	57	24	32	41	35	62	41.8
2020-21	NA	37	NA	32	NA	32	33.7
2019-20	NA	NA	NA	NA	NA	NA	NA
2018-19	46	36	31	31	31	31	34.3
2017-18	43	27	33	33	33	24	32.2
ELA Performance	3rd	4th	5th	6th	7th	8th	Average
2021-22	42	36	51	68	59	69	54.2
2020-21	42	NA	58	NA	58	NA	52.7
2019-20	NA	NA	NA	NA	NA	NA	NA
2018-19	41	64	40	40	40	58	47.2
2017-18	51	44	43	43	43	49	45.5

2021-22 Acadience Data				
	K	1st	2nd	3rd
2021 BOY Benchmark	77	54	71	73
2022 EOY Benchmark	82	67	80	81
(percent of students who were at or above the benchmark)				

2021-22 MAP Data								
ELA Performance	2nd	3rd	4th	5th	6th	7th	8th	Average
2021 Spring Assessment	47	39	50	42	42	59	52	47.3
2022 Spring Assessment	59	50	51	45	61	62	70	56.9
Growth - Spring to Spring	12	11	1	3	19	3	18	9.6
(Median Growth Rate for the Grade level)								
Math Performance	2nd	3rd	4th	5th	6th	7th	8th	Average
2021 Spring Assessment	65	49	70	46	61	66	47	57.7
2022 Spring Assessment	45	87	56	60	80	76	65	67.0
Growth - Spring to Spring	-20	38	-14	14	19	10	18	9.3
(Median Growth Rate for the Grade level)								

Trend Analysis



Trend Direction: Stable

Performance Indicator Target: Academic Achievement (Status)

As measured by the CMAS assessment, our sixth and eight grade academic achievement in math has been increasing. The percentage of students who met or exceeded expectations in sixth grade went from 32% in 2020 to 41% in 2021. The percentage of students who met or exceeded expectations in eighth grade went from 32% in 2020 to 62% in 2021.



Trend Direction: Decreasing

Performance Indicator Target: Academic Achievement (Status)

As measured by the Mathematics CMAS, we are seeing the gap between the highest and lowest achieving students widen in both fourth and sixth grade. In 2020-21, 2 percent of fourth grade students exceeded the expectation and 3 percent did not meet the expectation. In 2021-22, only 1 percent of fourth grade students exceeded the expectation and 8 percent did not meet the expectation. In 2020-21, 4 percent of sixth grade students exceeded the expectation and 9 percent did not meet the expectation. In 2021-22, only 3 percent of sixth grade students exceeded the expectation and 12 percent did not meet the expectation.



Trend Direction: Decreasing

Performance Indicator Target: Academic Achievement (Status)

As measured by the CMAS assessment, our fourth grade academic achievement in math has been decreasing. The percentage of students who met or exceeded expectations in fourth grade went from 37% in 2020 to 24% in 2021.



Trend Direction: Stable

Performance Indicator Target: Academic Achievement (Status)

In our grade levels that have taken the ELA assessment (3rd, 5th, and 7th) for the last two years, our ELA scores have stayed the same (3rd- 42 to 42, 5th- 58 to 51, 7th - 58 to 59). The students are doing well in these areas and the scores are above the expectation, but we are always seeking to grow and do better.



Trend Direction: Increasing

Performance Indicator Target: Academic Growth

Math Student Growth as measured by the MAP assessment for all students in grades second through eighth has increased over the last three years (2020 = 54, 2021 = 58, 2022 = 68). Over the last two years, in all grade-levels besides second and fourth grade, the Math MAP Growth increased substantially. The increases were between 10 and 38 points.



Trend Direction: Decreasing

Performance Indicator Target: Academic Growth

The only grade-levels where CMAS Math Growth was calculated in 2021-2022 was fifth grade (41) and seventh grade (60). Growth in fifth grade has been in a decline over the last several years and is overall low. Growth in seventh grade has also been in a bit of a decline, however, it still remains fairly high. In other grade-levels, we have not had a growth score for three years so there is not information to describe a trend.



Trend Direction: Decreasing

Performance Indicator Target: Academic Growth

As measured by the annual CMAS assessment, our fourth grade student's academic growth in ELA has been decreasing. This is a notable trend because we have put many different interventions in place to support our students and they do not seem to be positively impacting the scores. The data is somewhat spotty because of the pandemic, but looking at the last several scores (from 64 to 36), there has been a significant decrease.

Priority Performance Challenges and Root Causes



Priority Performance Challenge: Mathematical Reasoning and Modeling

Lincoln students have underperformed in the areas of Mathematical Reasoning and Modeling



Root Cause: Depth of Knowledge

There has been a focus on the task and not student thinking and problem-solving as it relates to the task.



Root Cause: Math Resources

We are concerned that our current math resource does not support our students in these particular expectations in certain grade-levels and/or our teachers are not teaching these concepts with the necessary depth of knowledge. While they may excel at supporting both the Major and Supporting Content, we do not see these two sub indicators as clearly supported.



Priority Performance Challenge: Underperforming Students

We are seeing the gap between our high achievers and low achievers growing wider.



Root Cause: Depth of Knowledge

There has been a focus on the task and not student thinking and problem-solving as it relates to the task.



Root Cause: Differentiation/MTSS

We as a school want to continue to ensure that our Tier 1 instruction is of the highest quality and is provided to all students before a student is put into a Tier 2/3 intervention. We also want to ensure that teachers know where our students are academically so that they can then put the best and most impactful interventions in place. We believe that this is an ongoing instructional challenge.



Priority Performance Challenge: Participation in CMAS

On average, only 84% of Lincoln Academy students took the CMAS assessment.



Root Cause: Messaging around CMAS

We have identified where we as a school have not been clear or consistent with the state's messaging around CMAS. We want to communicate the importance of CMAS as a tool to better understand our student's academic.

Magnitude of Performance Challenges and Rationale for Selection:



We recognize that our growth in MAP has been significant and yet our achievement as assessed by CMAS has been stable. As we look through the sub-indicators identified in CMAS, we are lagging behind the state and the district in both Mathematical Reasoning and Mathematical Modeling. If we hope to have the same growth in CMAS as we see in MAP, our students must perform in these two areas.

The data in multiple points (see trends) is showing us that the difference between our highest achieving student and our lowest achieving students is becoming more and more wide. This is evident in both the Exceeds Expectations and the Did not Meet Expectations categories growing. While it is important that we push our gifted students towards new academic heights, we are seeking to meet the needs of all learners and help all students meet their highest academic potential.

Regarding the low participation, only 84% of Lincoln Academy students took the 2021 CMAS assessment. While most of these opt-outs were in the upper grades, this is a major performance challenge because it causes the state to question the completeness of our data. This is something that we must address.

Magnitude of Root Causes and Rationale for Selection:

As the staff and UIP team reviewed data, we found that when students have been unsuccessful in meeting targets on state assessments this was often



associated with a mismatch between classroom expectations and the state standardized tests. This was particularly noticed as it related to problem solving, multi-step problems, constructed and extended response questions. Our internal school data which probes less deeply (questions are largely multiple choice, reading selections are shorter, and limited writing is involved) shows a contrasting picture, illuminating the need for continued focus on depth of knowledge strategies. Lincoln is continuing to recognize that differentiation is an ongoing need for our students and while we have seen a marked improvement in certain subgroups, there are other subgroups that we are going to be emphasizing. Implementing a systematic school-wide approach to the MTSS process for students will ensure students' academic needs are being met with fidelity. We also must be more clear and consistent with our language around the importance of CMAS. Recognizing that there are many different viewpoints around CMAS, we still must communicate the value of the assessment in better supporting our students.

Action Plans

Planning Form



Student Support

What will success look like: Using various points of student data, teachers will work collaboratively to adjust Tier 1 instruction based on student needs. From that foundation, teachers will then collaborate with their team and our DSS staff to develop Tier 2 and 3 interventions that connect back to Tier 1 instruction but meet individual student needs. Lesson planning and the implementation of instruction will take into account the range of academic and affective needs of their students.

Associated Root Causes:



Differentiation/MTSS:

We as a school want to continue to ensure that our Tier 1 instruction is of the highest quality and is provided to all students before a student is put into a Tier 2/3 intervention. We also want to ensure that teachers know where our students are academically so that they can then put the best and most impactful interventions in place. We believe that this is an ongoing instructional challenge.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
	Teachers will use the Winter MAP Assessment scores to	12/12/2022	Teachers, Coaches, Admin, DSS	

Winter MAP Assessment determine the effectiveness of Tier 1 instructional improvements 01/27/2023

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Instructional Strategies/Planning	Professional Learning/Coaching with all staff specifically to improve Tier 1 instruction in all areas of the school	08/15/2022 05/19/2023	Best practices, Education articles, Teacher Rubrics, Feedback Forms	Teachers, Coaches, Admin, DSS Team	
 Learning Walks	Classroom Observations by a group of Admin/Coaches and then feedback given to the staff member to improve instruction.	09/05/2022 05/19/2023	Rubrics developed by Admin to determine Effectiveness.	Teachers, Coaches, Admin, DSS Team	
 MTSS Meetings	We will be utilizing monthly MTSS meetings to support the teacher with Tier 1 and 2 strategies for specific students	11/07/2022 05/19/2023	MTSS forms, Student Data	Teachers, Admin, DSS Team	



Mathematical Reasoning and Modeling

What will success look like: Teachers will look in the resources for problems best aligned with providing students with opportunities to reason and model. They will also look at the CMAS Evidence Statement Alignment documents that provide teachers with data showing the types of problems that our students struggled the most with as they relate to reasoning and modeling. Teachers will make sure that they either use or tweak problems related to these areas that are covered in their resources or similar problems in other resources to best address these areas.

Describe the research/evidence base supporting the strategy and why it is a good fit: These strategies will provide our students with problems and the instruction will support depth of knowledge in math at a level that will match the CMAS expectations.

Associated Root Causes:



Math Resources:

We are concerned that our current math resource does not support our students in these particular expectations in certain grade-levels and/or our teachers are not teaching these concepts with the necessary depth of knowledge. While they may excel at supporting both the Major and Supporting Content, we do not see these two sub indicators as clearly supported.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Winter MAP Assessment	Teachers will use the Winter MAP assessment data to determine the effectiveness of the changes in the classroom and then use that to direct modifications to Tier 1 and 2 instruction.	12/12/2022 02/06/2023	Teachers, Coaches, Admin, DSS	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Team Planning	Teachers will look at MAP, CMAS, and Classroom data to determine student need around Mathematical Reasoning and Modeling and then adjust Tier 1 instruction and homework to best meet student needs.	09/06/2022 05/19/2023	Curriculum, Best Practices	Teachers, Coaches, Admin, DSS	



Participation in CMAS

What will success look like: Over the last two years, Lincoln has seen a dramatic decrease in student participation on the CMAS Assessment. In order to receive an accurate depiction of student achievement and growth as measured by the Colorado Academic Standards, Lincoln needs to increase student participation back to historical levels that were consistently achieved until a couple of years ago, at least 95%.

Associated Root Causes:

Messaging around CMAS:



We have identified where we as a school have not been clear or consistent with the state's messaging around CMAS. We want to communicate the importance of CMAS as a tool to better understand our student's academic.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Student Opt-Outs	Less than 3% of our student population will opt-out of the CMAS assessment by the end of March.	10/31/2022 03/31/2023	Administration	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Community Communication	The Administrative team will hold community meetings and send out communication around the impact and importance of participation in the CMAS assessment.	01/09/2023 04/25/2022	CMAS Data sheets	Administration	

School Target Setting



Priority Performance Challenge : Mathematical Reasoning and Modeling



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

- 2022-2023:** We expect that over 50% of our students will show adequate growth in their Math CMAS assessment.
- 2023-2024:** We expect that over 55% of our students will show adequate growth in their Math CMAS assessment.

INTERIM MEASURES FOR 2022-2023: In the Winter MAP assessment, over 50% of our students in grades 3-8 will score in the 60% percentile.



Priority Performance Challenge : Underperforming Students



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2022-2023: In both the Math and ELA assessments, less than 7% of our students should be in the category "Does not meet Expectations".

2023-2024: In both the Math and ELA assessments, less than 5% of our students should be in the category "Does not meet Expectations".

INTERIM MEASURES FOR 2022-2023: In the Winter MAP assessment, less than 10% of our students should score below the 15% percentile.



Priority Performance Challenge : Participation in CMAS



PERFORMANCE INDICATOR: Student Engagement

MEASURES / METRICS: Completion Rate

ANNUAL
PERFORMANCE
TARGETS

2022-2023: We expect to have 95% student participation in our CMAS Assessment.

2023-2024: We expect to have 95% student participation in our CMAS Assessment.

INTERIM MEASURES FOR 2022-2023: By the end of March, less than 3% of our student population will opt out of CMAS.