

Lincoln Academy

Principal's Report to the Board

June 2020



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

Open Enrollment Update

Grade	Number Enrolled for 20-21	Projected Number	Number Waiting 5-4-20
KAM	16	22	0
K Full Day	72	66	60
1	93	88	31
2	85	84	23
3	86	84	20
4	85	84	16
5	85	84	28
6	88	84	54
7	80	80	19
8	81	80	7
Total	771	756	258

Suspension Data

Year	# of Suspensions	% of Suspensions based on student enrollment	# of Students Suspended	% of students Suspended based on student enrollment	Greatest # of suspensions for 1 student	Greatest # of school days missed due to suspension	Police Contact
2019-20*	31	4.1%	24	3.1%	5	3	0
2018-19	31	4.2%	24	3.2%	4	3	0
2017-18	15	1.5%	8	1.1%	4	5	2

Year	In School	Out of School	Males	Females	Non Caucasian	Caucasian	Grades K-2	Grades 3-5	MS
2019-20*	5	26	16	8	8	16	2	8	14
2018-19	16	15	16	8	7	17	2	8	14
2017-18	7	8	8	0	2	6	0	2	6

*Data collection ended March 13th due to remote learning

Reasons Students have been Suspended

- Tobacco Violation - 5 individual students suspensions were for the use or possession of tobacco (vape). This was one incident.
- Detrimental Behavior
- Discrimination/Harassment to another student
- Disobedient/defiant or repeated interference with the educational process
- Disorderly conduct (fighting)

Students Repeating Grade

Year	# of Students in Full Day Kindergarten	# of Students in ½ Day Kindergarten	# of Students in 1st Grade	Total # of students repeating a grade
2019-2020	0	1	1	2
2018-2019	3	5	0	8
2017-18	0	0	4	4

Student Designation Report

Grade Level	504s	Advanced Learning Plan (ALP)	English Language Learners (ELL)	Individual Education Plan (IEP)	READ Plan
K	2	0	5	3	2
1st	0	0	6	5	18
2nd	2	2	6	10	17
3rd	2	8	4	12	9
4th	4	8	3	4	10
5th	3	13	6	6	6
6th	4	15	6	8	13
7th	5	22	3	6	10
8th	3	15	2	6	1
Student Totals	25	83	41	62	86
% of total student enrollment	3.3%	10.9%	5.4%	8.2%	11.3%

One student can have more than one designation. For example, they could be an English Language Learner and have a READ plan and a 504. Or a student may have an IEP and an ALP. Our current data shows there are 31 students with IEPs that also have a READ plan.

504 Definition

To have a 504 plan, students must meet two requirements:

1. A child has *any* disability. Section 504 covers a wide range of different struggles in school.
2. The disability must interfere with the child's ability to learn in a general education classroom.

Section 504 has a broader definition of a disability than IDEA (Individuals with Disabilities Education Act). A 504 says a disability must substantially limit one or more basic life activities. This disability can include learning, reading, communicating, and thinking. That's why a child who doesn't qualify for an IEP might still be able to get a 504 plan.

Advanced Learning Plan (ALP)

All identified gifted students, as per the Exceptional Children's Educational Act (ECEA), are required to have an ALP. The Colorado Department of Gifted Education has set the parameters for determining how a student is placed on an Advanced Learning Plan (ALP). This process allows for GT designations to be portable across the state and means that all school districts are using the same guidelines.

They have set up that a student needs three data points in a body of evidence for an ALP. Any test scores have to be 95% or above to be part of that evidence. Some of the scores that can be used are CMAS, a trend in MAP, CogAT, and KBIT. In addition to the required two 95 percentile scores, teachers' input on the SIGS (Scales for Identifying Gifted Students) can be used as the third data point; students also need to be rated in the 95% or above on this scale.

All students in 2nd grade take a Cognitive Abilities test called the CogAT. It measures reasoning skills with different types of verbal, quantitative, and nonverbal questions. This test is the beginning of the collection of data on students.

The 83 ALP students have 169 strength areas.

- 78 students identified as General Intellectual Ability (have cognitive data of 95% or higher)
- 22 science
- 32 math
- 37 reading

Outside of the 83 identified students, 37 students have an official WATCH with Jeffco. Meaning they have cognitive data of 95% or higher on one body of evidence.

Additionally, our ALP directors have a list of 44 students on Lincoln's Talent Pool. These students don't necessarily qualify to be on the district's official watch list, but they have something in their body of evidence that merits being watched. In total, there are an additional 81 students being "watched" for an ALP designation.

English Language Learners

These are students that are identified as English as their second language. Students are tested annually on the WIDA. The WIDA tests students in four language domains: listening, reading, speaking, and writing. From the results of the test, students are given various English language designations.

NEP - Non-English Proficient (2 students)

LEP - Limited English Proficient (18 students)

FEP - Fluent English Proficient

M1 - Monitor Year 1 (17 students)

M2-Monitor Year 2 (4 students)

Once a student has reached the status of FEP, they must be monitored two years before the ELL designation can be removed from the student file.

Individual Education Plan

The Individuals with Disabilities Education Act (IDEA) is a federal special education law for children with disabilities.

To be placed on an IEP, there are two requirements:

1. A child has one or more of the [13 disabilities](#) listed in IDEA. The law contains specific challenges, like learning disabilities, ADHD, autism, and others.
2. The disability must affect the child's educational performance and/or ability to learn and benefit from the general education curriculum. The child must need specialized instruction to make progress in school.

READ Plan

The Colorado READ Act (Reading to Ensure Academic Development) was passed by the Colorado legislature during the 2012 legislative session, replacing the Colorado Basic Literacy Act. The Colorado Department of Education states that "the READ Act focuses on K-3 literacy development, literacy assessment, and individual READ plans for students reading below grade level." The school receives grant funding based on the number of students on a READ plan in grades K-3.

Due to remote learning this spring, teachers could not collect a body of evidence to change the designation and move students off a READ plan. Therefore more students remained on READ plans this year than in years past.

Fall School Update

The district will publish its final restart plan on July 8. Currently, the district will continue to take community feedback on its restart survey until June 30. So far, 90% of the respondents on the district survey support returning to school in the fall. As of Friday, May 29, Governor Polis proposed cohorts of 20-25 students in the fall and "normal" school by January. Lincoln will continue to plan a fall restart plan based on state and federal guidelines and take the district plan into consideration.

On June 3, 2020, Governor Polis announced that certain child care providers in Colorado may return to regular group sizes and licensed capacity as stated in Colorado child care licensing rules beginning Thursday, June 4. This guidance applies to child care centers (**our LA PreK**) and building-based school-age child care programs (**our Leopard Care**)."

What does this mean

- We can have PreK students in the classrooms!
- We can operate at licensed capacity (24 in PK classroom #230, 16 in PK classroom #231)
- We DO NOT have to minimize the number of students in the class (teachers should try to reduce group interactions)

- We DO have to wear masks with guidance (when social distancing cannot be maintained)
 - “children between the age of 3 and 5 should be supervised if they are wearing a mask. If the mask is creating discomfort or resulting in the child touching their face frequently, reconsider whether a mask is appropriate for that child.
 - Parents dropping off and picking up children should be asked to wear masks while at the facility.
 - Masks are required for staff caring for children and interacting with parents to the extent possible and **as long as it doesn’t impact the health of the wearer.**

What are the next steps

- Continue to monitor [CDC](#) and [CDPHE](#) for changes in requirements
- Develop specific guidelines for our school setting (staying within our classroom groups, healthy handwashing, face masks, cleaning, and disinfecting practices)
- Train staff in expectations
- Inform parents of expectations

Keep in mind

- The requirements around school and COVID-19 are continually changing with MANY moving parts
- Educating children AND maintaining their safety is our priority (yes this can happen simultaneously)
- Be flexible
- Open communication with staff and parents is a priority
- We are stronger together
- Be ready for change