

Colorado's Unified Improvement Plan for Schools

Lincoln Charter Academy UIP 2021-22 | School: Lincoln Charter Academy | District: Jefferson County R-1 | Org ID: 1420 | School ID: 5145 |
Framework: Performance Plan: Meets 95% Participation | Draft UIP

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Root Cause



Major Improvement Strategies

- *Elementary English Language Arts Growth*



- Depth of Knowledge
- Differentiation



- Depth of Knowledge Focus
- Differentiation

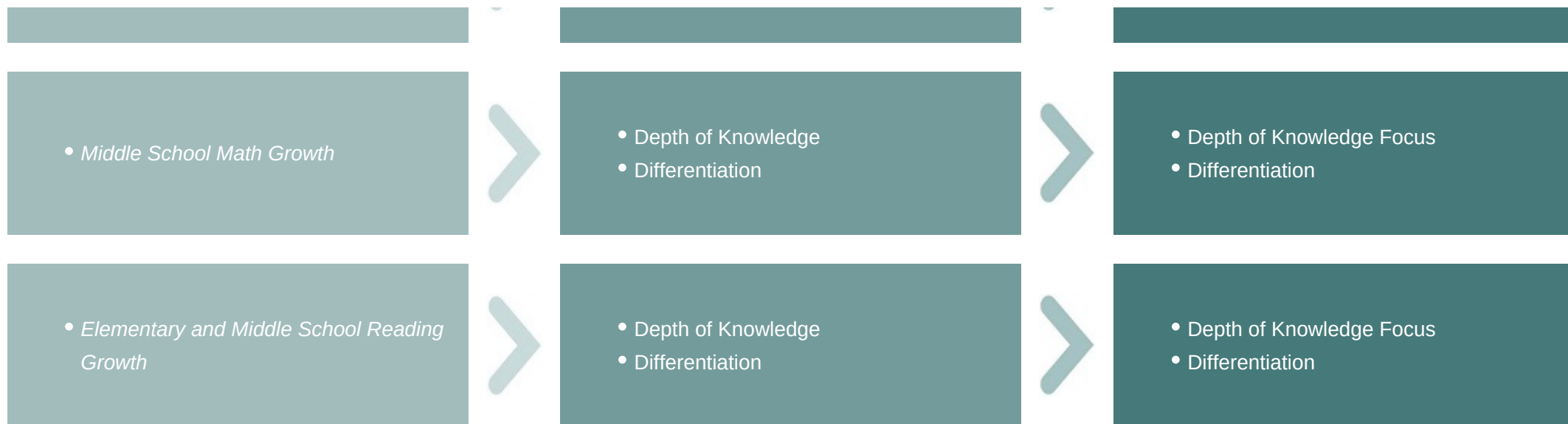
- *Elementary Mathematics Growth*



- Depth of Knowledge
- Differentiation



- Depth of Knowledge Focus
- Differentiation



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. Last year we had a waitlist of over 700

students. 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. Additional information highlighting our school and our teacher websites can be found at www.lincolnacademy.net.

The following information is an analysis of the 2021 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. The Core Knowledge Foundation states that stopping content instruction to prepare students for standardized tests is poor practice. Therefore; 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).

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.

Our next goal was using mCLASS Acadience reading data formerly known as DIBELS for the 2020-2021 school year, the End of Year student composite scores in grades K-3 meeting at benchmark and above benchmark combined will increase from the BOY to 70 or above. In 2020-2021 the EOY composite scores in Kindergarten were 77%, in 1st grade 71%, 2nd grade 78%, and in 3rd grade 71%.

The prior year's target for metrics in MAP testing was to increase the Student Median Conditional Growth Percentile in Math in grades 3-8 to be 50 or above by the Spring 2021 assessment period on MAP testing. In grades 2, 4, 6, & 7 students exceeded the goal of 50 or above with three grade levels being in the 60th percentile and one grade level being in the 70th percentile.

2nd grade - 65th student median conditional growth percentile

3rd grade - 49th student median conditional growth percentile

4th grade - 70th student median conditional growth percentile

5th grade - 46th student median conditional growth percentile

6th grade - 61st student median conditional growth percentile

7th grade - 66th student median conditional growth percentile

8th grade - 47th student median conditional growth percentile

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

Our elementary instructional coach will work closely with K-4 teachers to ensure teachers are working directly with students on the reading skills that are needed so we can grow our Acadience scores from 70% to 80%.

Our middle school coach will work closely with 5-8 teachers to ensure teachers are working directly with students on the reading skills that are needed so we can grow our median MAP growth to at least the 60th percentile.

Current Performance

- 2019 School Performance Framework

Elementary

Academic Achievement ELA Meets or Exceeds 48.4%

Academic Achievement Math Meets or Exceeds 38.1%

Academic Achievement Science Meets or Exceeds 37.0%

Academic Growth ELA 44th percentile

Academic Growth Math 45th percentile

Middle School

Academic Achievement ELA Meets or Exceeds 55.9%

Academic Achievement Math Meets or Exceeds 34.7%
Academic Achievement Science Meets or Exceeds 47.2%
Academic Growth ELA 61st percentile
Academic Growth Math 57th percentile

Areas of Successes

Elementary

Academic Achievement in CMAS English Language Arts and Math all students
Academic Achievement in CMAS English Language Arts and Math for our minority students
Academic Achievement in CMAS Science for all students and all subgroups of students

Middle School

Academic Achievement and Growth in CMAS English Language Arts and all subgroups of students
Academic Achievement in CMAS Math for all students and our minority students
Academic Growth in CMAS Math for all students and subgroups of students
Academic Achievement in CMAS Science for all students with an exceeds rating

Areas of Opportunity

Elementary

Academic Growth for all students in CMAS English Language Arts and Math

Middle School

Math CMAS Achievement for students that are eligible for free/reduced-price lunch

As our UIP committee looked at the data we noticed that although our elementary students are achieving academically they are not growing in their performance over the year. Additionally, our elementary students that are identified with disabilities are not on track to meet achievement targets.

Fall 2020 Data

Due to the COVID-19 pandemic state and district assessments were not administered in the spring of 2020; therefore; our school also looked at Fall 2020 Acadience Reading data for Kindergarten through third-grade students and Fall 2020 MAP Reading and Math data for students in grades 2-8.

Like many schools, we are facing the challenge of closing the academic gaps that occurred while teaching remotely in the Spring of 2020 and part of the Fall of

2020. These gaps are evident in the data from Acadience and MAP.

Beginning of the Year Acadience Data

2019 Kindergarten Grade Percentage of students scoring at or above benchmark on Acadience = 86%

2020 Kindergarten Grade Percentage of students scoring at or above benchmark on Acadience = 78%

2019 1st Grade Percentage of students scoring at or above benchmark on Acadience = 61%

2020 1st Grade Percentage of students scoring at or above benchmark on Acadience = 46%

2019 2nd Grade Percentage of students scoring at or above benchmark on Acadience = 74%

2020 2nd Grade Percentage of students scoring at or above benchmark on Acadience = 66%

2019 3rd Grade Percentage of students scoring at or above benchmark on Acadience = 88%

2020 3rd Grade Percentage of students scoring at or above benchmark on Acadience = 64%

MAP Reading Growth Summary Report

2019 Student Median Conditional Growth Percentile range 33-61

2020 Student Median Conditional Growth Percentile range 45-65

MAP Math Growth Summary Report

2019 Student Median Conditional Growth Percentile range 47-68

2020 Student Median Conditional Growth Percentile range 27-46

Trend Analysis



Trend Direction: Increasing

Performance Indicator Target: Academic Achievement (Status)

Students with disabilities in elementary have low CMAS English language arts achievement scores (1%, 6%, 9%). These scores have recently increased, but remain low achievement markers for these students. This is also true for students with disabilities in elementary CMAS mathematics achievement (2%, 11%, 6%).



Trend Direction: Increasing then decreasing

Performance Indicator Target: Academic Growth

Academic Growth for ALL students in elementary CMAS Language Arts has not made a steady increase in the median growth percentile rate over the last 3 years. In 2017 we were at the 35th percentile. In 2018 we were at the 47th percentile, and in 2019 we were at the 44th percentile. This is a notable trend as we are increasing that growth, but not continuing that growth.



Trend Direction: Stable

Performance Indicator Target: Academic Growth

Academic Growth for ALL students in elementary CMAS Math has not been increasing over the last 3 years. In 2017 students performed at the 46th median growth percentile. And in 2018 and in 2019 students ranked in the 45th percentile.



Trend Direction: Decreasing then increasing

Performance Indicator Target: Academic Growth

Academic Growth for ALL students in middle school CMAS Language Arts has not made a steady increase in the median growth percentile rate over the last 3 years. In 2017 we were at the 59th percentile. In 2018 we were at the 51st percentile, and in 2019 we were at the 61st percentile.



Trend Direction: Decreasing

Performance Indicator Target: Academic Growth

Academic Growth for ALL students in middle school CMAS math has not made a decrease in the median growth percentile rate over the last 3 years. In 2017 we were at the 69th percentile. In 2018 we were at the 63rd percentile, and in 2019 we were at the 53rd percentile.

Additional Trend Information:

Our minority students increased their percentile rank from 39 to the 65th percentile rank. Our Academic Achievement for ALL students in Science increased from meets to exceeds expectations.

Our academic growth for ALL middle school students remained stable in English Language Arts and Math earning the rating of meets. In English Language Arts, our sub groups of students that are free/reduced-price Lunch eligible and minority students increased their growth from approaching to meets.

Priority Performance Challenges and Root Causes



Priority Performance Challenge: Elementary English Language Arts Growth

Elementary students are not showing adequate growth in ELA as measured by CMAS.



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

Staff has planned lessons for content instead of considering the range of understandings and needs of the students in front of them. Lesson planning and the implementation of instruction should always take into account the range of academic and affective needs of their students.



Priority Performance Challenge: Elementary Mathematics Growth

Elementary students are not showing adequate growth in mathematics as measured by CMAS.



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

Staff has planned lessons for content instead of considering the range of understandings and needs of the students in front of them. Lesson planning and the implementation of instruction should always take into account the range of academic and affective needs of their students.



Priority Performance Challenge: Middle School Math Growth

Middle School Math Growth is declining as measured by CMAS.



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

Staff has planned lessons for content instead of considering the range of understandings and needs of the students in front of them. Lesson planning and the implementation of instruction should always take into account the range of academic and affective needs of their students.



Priority Performance Challenge: Elementary and Middle School Reading Growth

Elementary and Middle School students have not demonstrated adequate growth in reading as measured by MAP.



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

Staff has planned lessons for content instead of considering the range of understandings and needs of the students in front of them. Lesson planning and the implementation of instruction should always take into account the range of academic and affective needs of their students.

Magnitude of Performance Challenges and Rationale for Selection:



These areas have been targeted over the last few years as a priority because our mission is for all students to achieve their academic potential and the status of "approaching" in the area of growth does not reflect all of what our students are capable of in the area of growth. MAP, CMAS, and Acadience testing reflect needs in the area of student academic growth.

Additionally, there appears to be a lack of transfer between information and student use of that information on a deeper level to show growth in knowledge. Last year our school implemented a new reading resource, Open Court. With this new curriculum, our teachers are still in a learning phase.

The challenge of academic growth in math is a result of the misalignment of Colorado Common Core Standards standards and rigor with our current Saxon math curriculum.

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 rosier picture, illuminating the need for continued focus on depth of

knowledge strategies. Differentiation is an ongoing need for our students and many subgroups have seen marked improvement, though less so with students with disabilities. Implementing a systematic school-wide approach to the MTSS process for students will ensure students' academic needs are being met with fidelity.

Action Plans

Planning Form



Depth of Knowledge Focus

What will success look like: Teachers will examine state standards through the lens of our Core Knowledge curriculum and ask students to complete tasks with a greater level of rigor as defined by depth of knowledge. Additionally, we will maintain support for staff on high-quality questioning, discussion, and student feedback. Finally, teachers will utilize research-based best practices such as providing greater cognitive load on students as well as support of student discourse.

Describe the research/evidence base supporting the strategy and why it is a good fit: Depth of knowledge, which originated from Bloom's taxonomy, provides a framework for ensuring that students engage with problems and tasks with a greater amount of rigor.

Associated Root Causes:



Depth of Knowledge:

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

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Unit/Lesson Planning	Staff Professional Learning	08/15/2021 05/18/2022 Monthly	Teachers, Admin, DSS Team	
 Classroom Observations		10/01/2021 05/06/2022	Teachers, Coaches, Admin, Dss Team	

Learning Walks		Monthly			
Action Steps Associated with MIS					
Name	Description	Start/End Date	Resource	Key Personnel	Status



Differentiation

What will success look like: Using student data, teachers will work collaboratively to adjust instruction based on 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:

Staff has planned lessons for content instead of considering the range of understandings and needs of the students in front of them. Lesson planning and the implementation of instruction should always take into account the range of academic and affective needs of their students.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Instructional Strategies/Planning	Professional Learning/Coaching	08/15/2021 05/18/2022 Monthly	Teachers, Admin, DSS Team	
	Classroom Observations	10/01/2021 05/06/2022 Monthly	Teachers, Coaches, Admin, DSS Team	
Learning Walks				

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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School Target Setting



Priority Performance Challenge : Elementary English Language Arts Growth



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2021-2022: To increase median growth on Reading as measured by MAP by at least 3 points in all grade-levels. The target will also include having all grade-levels demonstrating median growth of at least the 50th per centile.

2022-2023: To achieve median growth on Reading as measured by MAP to at least the 60th percentile in all grade-levels.

INTERIM MEASURES FOR 2021-2022: We will utilize Winter MAP assessments along with unit tests and Acadience in lower-grade levels to determine sufficient progress.



Priority Performance Challenge : Elementary Mathematics Growth



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2021-2022: To increase median growth on Math as measured by MAP by at least 3 points in all grade-levels. The target will also include having all grade-levels demonstrating median growth of at least the 50th per centile.

2022-2023: To achieve median growth on Reading as measured by MAP to at least the 60th percentile in all grade-levels.

INTERIM MEASURES FOR 2021-2022: We will utilize Winter MAP assessments along with unit tests to determine sufficient progress.



Priority Performance Challenge : Middle School Math Growth



Priority Performance Challenge : Elementary and Middle School Reading Growth