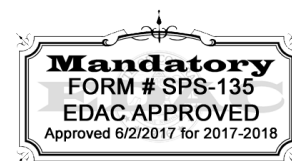




COLORADO
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**LINCOLN
CHARTER
ACADEMY
UIP 2017-18**

District: **JEFFERSON COUNTY R-1** | Org ID: **1420** | School ID: **5145** |
Framework: **Performance Plan: Meets 95% Participation** | **Draft UIP**

Colorado's Unified Improvement Plan for School

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Executive Summary

How are students performing? Where will the school focus attention?

Priority Performance Challenges: Specific statements about the school's performance challenges (not budgeting, staffing curriculum, instruction, etc.), with at least one priority identified for each performance indicator (Achievement, Growth, PWR), where the School did not meet federal, state and/or local expectations.

Name: English Language Arts Achievement

Description: This area requires attention both because current cohorts appear to be struggling more than those previously in the area of achievement.

Name: Mathematics Growth and Achievement

Description: Our students are not showing adequate achievement or growth in mathematics in the elementary grades.

Name: Students with Disabilities

Description: Students on IEP's grow less well than their general education peers.

Why is the education system continuing to have these challenges?

Root Causes: Statements describing the deepest underlying cause, or causes, or performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).

Name: Depth of Knowledge

Description: Student testing requires deeper skills than students work on typically in their classrooms in literacy and mathematics. Greater rigor (depth of knowledge) is needed around state standards.

Name: Differentiation

Description: Efforts in the area of differentiation for students on IEP's needs to be more robust especially in the elementary grades.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Depth of Knowledge Focus

Description: 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.

Name: Differentiation

Description: Using screeners such as MAP and classroom assessments, teachers will identify students with lower readiness levels, and use independent work time to group and serve students who need help catching up or keeping up.

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

Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for:



State Accreditation

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

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 recently relocated to a larger facility and have grown to a PreK-8 school which continues to provide excellence in education to over 750 students. Because we are not a neighborhood school, all of our Kindergarten through eighth grade students must open enroll in order to attend. This past year we admitted 148 new students in Kindergarten through 8th grade, with 61 students remaining on our wait list. Families generally choose to have their students attend Lincoln Academy because of the focus on academic rigor, Core Knowledge curriculum and achievement. Our free and reduced population was recently reported at 21%. Our school population of English language learners was 14%. Our non-white students made up 31% of our total student count. Additional information highlighting our school and our teacher websites can be found at www.lincolnacademy.net.fj

The following information is an analysis of the 2016-2017 PARCC and CMAS results. We use this information to better help us understand what we can do to continually improve instruction for our students. Lincoln Academy does not modify the content that is taught to improve our test scores since we teach the Core Knowledge curriculum. We can, however, look at improvement in structure through our curriculum maps, instruction, and pedagogy to improve scores and growth for students. Lincoln Academy teachers do not teach to the test. The Core Knowledge Foundation states that stopping content instruction to prepare students for standardized tests is poor practice. Teaching the Core Knowledge curriculum with fidelity increases student knowledge. This in turn makes students more able to improve their performance on these tests.

We do, however, expose students to CMAS/PARCC vocabulary and test taking strategies throughout the year. This helps them to be better prepared for all assessments. Upon receiving the annual standardized testing data, a team of administration and teachers from each grade level as well as special education and specials reviews the data for strengths and growth areas. Additionally, we review three years of CSAP/TCAP (and eventually CMAS) achievement and growth data to identify trends and areas of growth.

In previous years, we have worked on differentiation in a number of areas, but last year our focus turned specifically to growth overall, with a focus on depth of knowledge as a strategy. We found that while growth gaps students has indeed particular needs to address, our concerns about growth were more fundamental to all students. We believed that those fundamental changes would be supportive to our growth gap students as well. As we look over the current state assessment data this year we find that there have been modest gains in growth, but that our general achievement is somewhat lower than we would anticipate. We have met a number of times as a staff and as a UIP team to respond to this concern.

Though the staff has concerns around performance and growth scores, we do not at this time feel that is appropriate to shift strategies away from those we have been working hard on. The UIP team has agreed by consensus that our root cause analysis around depth of knowledge is correct, and that to see further progress we must simply double down on the strategies that we have worked on previously. Over the course of this current school year, however, we will be working on examining how to dive deeper into depth of knowledge with a specific focus on driving home standards based objectives and utilizing our local assessments to create a stronger sense of collaborative teacher efficacy. This process will eventually bear fruit as our next UIP and action plan.

For this year, our action plan will continue to address an increased depth of knowledge by continuing successful previous work. We have found that our middle school students perform particularly well when they have the opportunity to have a expert teacher, so we have departmentalized our 4th and 5th grade classes so teachers that were generalists before have an opportunity to delve deeper into their subject matter. We are also sending our teachers through specific curriculum and management training (including Saxon math, Write Tools, a local reading re-calibration, and a classroom management course). We are excited to see this because a few teachers who have completed this kind of training have seen tremendous growth from students on state and local testing in a very short span of time. Part of our training locally has included a curriculum piece that has filled gaps with regard to standards and this may be a future focus for the UIP team as well.

We hope that the document that follows helps the reader to identify the data, goals and action plan connected to this brief narrative.

[\[1\]](#) Data is from the previous year. The current UIP narrative has been completed prior to October count days.

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

Performance Indicator: Academic Achievement (Status)

Prior Year Target: 40% proficient or advanced on CMAS math.

Performance: Students scored an mean average of 34% met or exceeded.

Prior Year Target: Outperform other Core Knowledge Charters with a score of 51% strong or distinguished command in CMAS science in elementary.

Performance: 23% had a "met" or "exceeded" score

Academic Achievement (Status) Reflection

Though growth for math increased this year, problem solving is still a growth area for students, especially in elementary. This particular cohort had particular difficulty in science this year, partly because of the cohort's starting point, partly because of less than expected instruction time devoted to science, and partly because of some misalignment between core knowledge targets and state standards.

Performance Indicator: Academic Growth

Prior Year Target: CMAS math growth scores will exceed 50%

Performance: Goal met: CMAS math growth scores overall were 57.5%

Academic Growth Reflection

Growth scores overall increased for us as a school overall in response to increased focus on problem solving. Middle school especially saw growth in this area as a result of work on curricula over the last couple of years.

Performance Indicator: Disaggregated Growth

Prior Year Target: Students on IEP's will reach 35% growth percentile where 50% is the target

Performance: Goal met: 38.7% median growth percentile from students on IEP's

Current Performance

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g. state expectations, state average) to indicate why the trend is notable.

In elementary achievement:

Students were approaching in English and students with disabilities did not meet.

In mathematics free and reduced as well as minority students were approaching. Students with disabilities did not meet.

Local MAP data shows students overall meeting achievement overall, though some grade levels do not.

These challenges are new to our school in the area of achievement overall (though students in subgroups have had consistent struggles). At this time we do not believe that these challenges represent monumental hurdles, though they are concerning and must be corrected. Specifically, English has a percentile rank of 47 where 50 is the minimum goal. Our subgroups are not radically different than our main group except English learners and free and reduced lunch students who are 28th percentile and 35th respectively vs. 47th for the whole group.

In elementary growth:

Students were approaching in English and free and reduced lunch students did not meet. This is 35 percent where 50 is the minimum.

Mathematics also showed approaching and students on free and reduced lunch did not meet. 46% where 50% is the minimum for meets.

Local MAP data shows overall growth in the area of growth with our school meeting expectations overall, though some grade levels do not.

The state requires that targets are set around reading for all students below third grade. Our current practice of designing literacy subgroups from local and DIBELS screening data appears to be closing gaps for students with special needs. First grade gaps (40% meets or exceeds benchmark for SPED vs. 95% for regular education) close significantly (56% with an additional 22% moving from "well below" to "below benchmark") by third grade. Modest gaps exist in other subgroups across grade levels, but these appear to be being addressed by our current subgroup system called "flooding."

In middle school achievement:

All areas were met with the exception of students with disabilities in English: did not meet. This is a significant challenge since these 16 students were in the 4th percentile vs. 68th for the whole group.

In middle school growth:

All areas are meets or exceeds with no subgroup exceptions.

Trend Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations.

 In elementary achievement one notable trend is a subtle decline in literacy : 49%, 49% and 37% in 2015, 16, and 17 scores. This is significant because all three scores are under the expected achievement level. It is also significant because it tells us that we have a particular cohort that has elevated needs.

*Trend Direction: **Stable then decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***

 English language arts and math growth scores have climbed significantly across grade levels (with the exception of one cohort), this is notable because it shows progress from previous strategies.

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth***

 A gap between regular education and special education exists in the early grades addressed in particular by the READ Act. Students demonstrate a gap of 40% at or above benchmark and 60% well below benchmark vs. 72% at or above, 16% below, and 12% well below benchmark in the whole group. This gap steadily closes but does not completely close (56% at or above, 22% below, and 22% well below in special education in third grade vs. 84%, 10%, and 6% in the whole group). This incomplete closure indicates a need to continue and improve our subgroup differentiation in reading.

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **English Language Development and Attainment***

Priority Performance Challenges and Root Cause Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations. Priority Performance Challenges and Root Cause Analysis Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges. Root Cause: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is recommended.

Relationship of UIP Elements

Priority Performance Challenges

Root Cause

English Language Arts Achievement

Depth of Knowledge

Mathematics Growth and Achievement

Depth of Knowledge

Students with Disabilities

Differentiation

Root Causes

Priority Performance Challenge: English Language Arts Achievement

Depth of Knowledge

Student testing requires deeper skills than students work on typically in their classrooms in literacy and mathematics. Greater rigor (depth of knowledge) is needed around state standards.

Priority Performance Challenge: Mathematics Growth and Achievement

Depth of Knowledge

Student testing requires deeper skills than students work on typically in their classrooms in literacy and mathematics. Greater rigor (depth of knowledge) is needed around state standards.

Priority Performance Challenge: Students with Disabilities

Differentiation

Efforts in the area of differentiation for students on IEP's needs to be more robust especially in the elementary grades.

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

These areas have seen either a significant need or a notable trend downward over the last couple of years.

Provide a rationale for how these Root Causes were selected and verified:

As the staff and UIP 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 tests. This was particularly noticed as it related to problem solving, multi-step problems, constructed and extended response questions. Our local data which probes somewhat 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. Moreover, a focus on depth of knowledge strategies created a significant shift in the targeted growth areas from last year, indicating that the prior analysis was sound. Differentiation is an ongoing need for our students and many subgroups have seen marked improvement, though less so with students with disabilities. READ act data also indicate a need connected to students on IEP's in lower elementary grades.

Action Plans

School Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

Priority Performance Challenge : English Language Arts Achievement

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		ELA
Annual Performance Targets	2017-2018:	Students will achieve a rating of meet or exceed on the ELA CMAS tests (50% met or exceeded).
	2018-2019:	Students as a whole group will continue to achieve above 50% meets or exceeds in ELA, such that students in subgroups also achieve in the meets or exceeds categories.

Interim Measures for 2017-2018:	MAP testing measures of reading and language usage
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Priority Performance Challenge : Mathematics Growth and Achievement

Performance Indicator:		Academic Growth
Measures / Metrics:		M
Annual Performance Targets	2017-2018:	The category "All Students" will maintain or exceed 12/16 points so that this student group meets or exceeds in the area of mathematics growth on the 2018 SPF.
	2018-2019:	The category "All Students" will attain a score of at least 12/16 so that this student group meets or exceeds in the mathematics growth area of the 2018 SPF, and that growth for students will include subgroups, especially minority who are close to meets, and free and reduced lunch students should see significant growth well beyond the 22nd percentile.
Interim Measures for 2017-2018:		MAP mathematics test and growth measures

Priority Performance Challenge : Students with Disabilities

Performance Indicator:		Disaggregated Growth
Measures / Metrics:		M
Annual Performance Targets	2017-2018:	Students with disabilities will move out of the "does not meet" category in reading and mathematics. Students will continue to close the gap between special education and the whole group in 1st-3rd grade.
	2018-2019:	Students with disabilities will continue to be approaching, meets or exceeds on the annual SPF, the gap in DIBELS scores for students on IEP's will close to within 20% of their peers.
Interim Measures for 2017-2018:		MAP scores for reading and math, DIBELS and local assessments for READ Act

Planning Form

Major Improvement Strategy Name:

Depth of Knowledge Focus

Major Improvement Strategy Description:

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.

Associated Root Causes:

Depth of Knowledge: Student testing requires deeper skills than students work on typically in their classrooms in literacy and mathematics. Greater rigor (depth of knowledge) is needed around state standards.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Standards	Identify state standards that need to be met in literacy and mathematics in elementary.	09/12/2017 04/30/2018	Colorado State Standards , Lincoln Academy Year-long Plans	Elementary staff, with support from middle school staff, Coaches	In Progress	This School Year
Planning	Use depth of knowledge strategies in planning for instruction	09/12/2017 05/25/2018	Professional development from previous years, Saxon training, Write Tools training, literacy training	Coaches, elementary staff	In Progress	This School Year

Implementation Benchmark Associated with MIS

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Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	MAP testing	Map testing	09/15/2017 05/18/2018	All staff	Not Met	This School Year
Major Improvement Strategy Name: Differentiation Major Improvement Strategy Description: Using screeners such as MAP and classroom assessments, teachers will identify students with lower readiness levels, and use independent work time to group and serve students who need help catching up or keeping up.						

Associated Root Causes:

Differentiation: Efforts in the area of differentiation for students on IEP's needs to be more robust especially in the elementary grades.

Action Steps Associated with MIS						
Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Alter instruction for need-based groups	Offer instruction during independent work time, or alternate assessments to students with identified needs	09/12/2017 05/18/2018	observation, this year's and last year's professional development, coaching staff	Coaches, special educators, teaching staff	In Progress	This School Year
Identify needs	Use MAP and local assessments to identify readiness levels and groups of need in the regular classroom	09/15/2017 05/18/2018	MAP testing, Saxon math tests, Imagine It testing, DIBELS testing	All staff	In Progress	This School Year

Implementation Step	Benchmark	Associated with MIS		Key Personnel	Status	School Year
Name (Association)	IB Name	Description	Start/End/Repeats			
	Students with disabilities improve	Students improve on state, MAP, and local assessments as well as DIBELS for students on IEP's	10/16/2017 05/18/2018	Coaches, special education staff, teachers	Not Met	This School Year

Attachments List

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