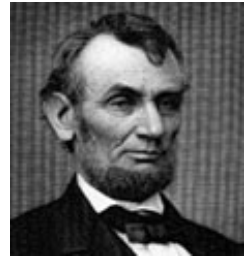




The Mission of Lincoln Academy is to help students attain their highest social and academic potential through an academically rigorous, content-rich educational program in a safe, orderly, and caring environment.



Lincoln Academy Board of Directors

Regular Business Meeting

Agenda for Monday, December 8, 2014

Lincoln Academy Student Center

6:30 p.m.

1. Preliminaries
 - a. Call to Order: President Doug Neely called the meeting to order at 6:29 pm.
 - b. Welcome to Guests and Introductions:
 - i. LA staff members present were Barbara Robinson and Andrew Weir.
 - ii. Additional guests present were Amber Bilby and David Catalfamo.
 - c. Roll Call: All directors were present: Jeff Baucum, Phil Courtney, Ben DeGrow, Kristi Geisz, Janelle Johnson, Derek Luyk, Doug Neely and Carrol Robinson.
 - d. Hearing of Persons: None at this time
2. Consent Agenda: The following items were approved by general consent:
 - a. Minutes of the last regular business meeting on 11/10/14
 - b. Tonight's agenda with minor amendment
3. Reports to Board
 - a. Pre-K Report: Pre-K director, Barbara Robinson, reported.
 - i. Enrollment is at 33, which is down slightly from last year.
 - ii. There are more boys than girls this year and the average age is younger.
 - iii. Enrollment is anticipated to be up next year due to incoming siblings.
 - b. Principal's Report
 - i. Janelle presented her written report (see attached).
 - ii. There was discussion of suspension data and the charter renewal process.
4. Committee Reports
 - a. Governance
 - i. Policy Review: Code of Conduct
 1. See pp. 13-14 of the *Lincoln Academy Charter School Board Policy* document.
 2. Review of this topic will be moved to June.
 - ii. Conduct Board Training Needs Assessment: A brief workshop is needed to familiarize board members with training documents.
 - iii. Building Corp/Foundation Bylaws Approval: **Motion 15-12-2014**
Derek Luyk motioned that we accept the updated bylaws of the Lincoln Academy Building Corporation and the Lincoln Academy Foundation as submitted. The motion was seconded and unanimously approved after discussion.
 - b. Facilities: Carrol Robinson and Doug Neely reported.
 - i. There has been emergency removal of 3 trees on the Newman property. Additional trees are in need of removal.
 - ii. 5 trees on school property also need to be removed. 2 of 3 bids have been obtained for the work.
 - c. Finance: Board treasurer, Jeff Baucum, reported.
 - i. Update Financial Dashboard – deferred to next month.
 - ii. Finances are on track. Watching utility costs.

To prepare all students for their future endeavors by providing a comprehensive Core Knowledge® education.

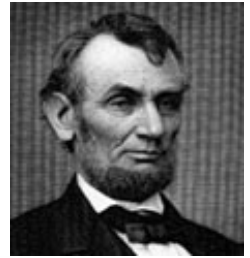
- d. School Accountability Committee
 - i. Assistant Principal, Andrew Weir, reported on the updated UIP (see attached).
 - ii. Approve UIP: **Motion 16-12-2014**
Derek Luyk motioned to approve the UIP as submitted with minor edits. The motion was seconded and unanimously approved after some discussion.
- e. Development: Chairman, Kristi Geisz, had nothing to report.
- f. Facilities Growth Committee: Chairman, Phil Courtney, submitted his written report (see attached).
5. Old Business: None at this time
6. New Business: Board Training Modules: Doug Neely led discussion of waivers.
7. Board Lessons Learned and Action Items
 - a. Lessons Learned: In future, have charter renewal documents available for board review prior to submission to the district.
 - b. Action Items
 - i. Locate lease agreement and legal documents for Pre-K program – Janelle
 - ii. Move Code of Conduct review to June on Board calendar – Doug
 - iii. Set up 1 hour workshop to go through board training documents – Derek
 - iv. Send out information on spending policy – Derek
 - v. Feedback on dashboard to Derek – all
 - vi. Research board self-evaluation tool - Derek
 - vii. Tree removal bids to all – Doug
 - viii. Think about spending approval policy for next month – all
 - ix. Look up Newman insurance coverage levels/limits – Carrol
 - x. Update financial dashboard – Jeff
 - xi. Send waivers for which we asked to all – Doug
 - xii. Board Training Modules – Please review these modules prior to the next board meeting:
 - Board Officer Roles and Responsibilities
 - Professional Development and Training
 - Strategic Planning
8. Announcements
 - a. Next regular BoD business meeting – Monday, January 12th, 6:30 PM – Student Center
 - b. Next PTO meeting – Tuesday, January 13th, 6:30 PM (Kristi attends)
9. Adjourn: At 7:43pm, the regular business meeting of the Lincoln Academy School Board of Directors was adjourned via general consent.

Minutes respectfully submitted,
Kristi Geisz, Secretary
Lincoln Academy Board of Directors
Minutes approved 1/12/15

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Lincoln Academy Board of Directors

Regular Business Meeting

Agenda for Monday, December 8, 2014

Lincoln Academy
Student Center
6:30 p.m.

	<u>Time Allotted(min)</u>	<u>Motion</u>
1. Preliminaries (Doug Neely)	5:00	
a. Call to Order		
b. Welcome to Guests and Introductions		
c. Roll Call		
d. Hearing of Persons		
2. Consent Agenda (Doug Neely)	1:00	
a. Approve Minutes of Last Board Meeting		
b. Approve Agenda		
3. Reports to Board		
a. Pre-K Report (Barbara Robinson)	10:00	
b. Principal's Report (Janelle Johnson)	10:00	
4. Committee Reports		
a. Governance (Derek Luyk)	5:00	
i. Policy Review: Code of Conduct		
ii. Conduct board training needs assessment		
iii. Building Corp/Foundation By-Laws		Yes
b. Facilities (Carrol Robinson)	5:00	
c. Finance (Jeff Bacum)	10:00	
i. Update financial dashboard		
d. School Accountability Committee (Ben DeGrow)	10:00	
i. Approve UIP		
e. Development (Kristi Geisz)	5:00	
f. Facilities Growth Committee (Phil Courtney)	5:00	

To prepare all students for their future endeavors by providing a comprehensive Core Knowledge® education.

- 5. Old Business
- 6. New Business
 - a. Board Training Modules (Doug Neely) 5:00
- 7. Board Lessons Learned and Action Items 5:00
- 8. Announcements 1:00
 - a. BoD Monday – January 12th – Student Center
- 9. Adjourn

Board Training Modules – Please review these modules prior to the next board meeting:

- Board Officer Roles and Responsibilities
- Professional Development and Training
- Strategic Planning

To prepare all students for their future endeavors by providing a comprehensive Core Knowledge® education.



Lincoln Academy Charter School

Office of the Principal
December 2014 Report to the Board
"Educating with Excellence"

Make Every Moment Count!

Student Interaction

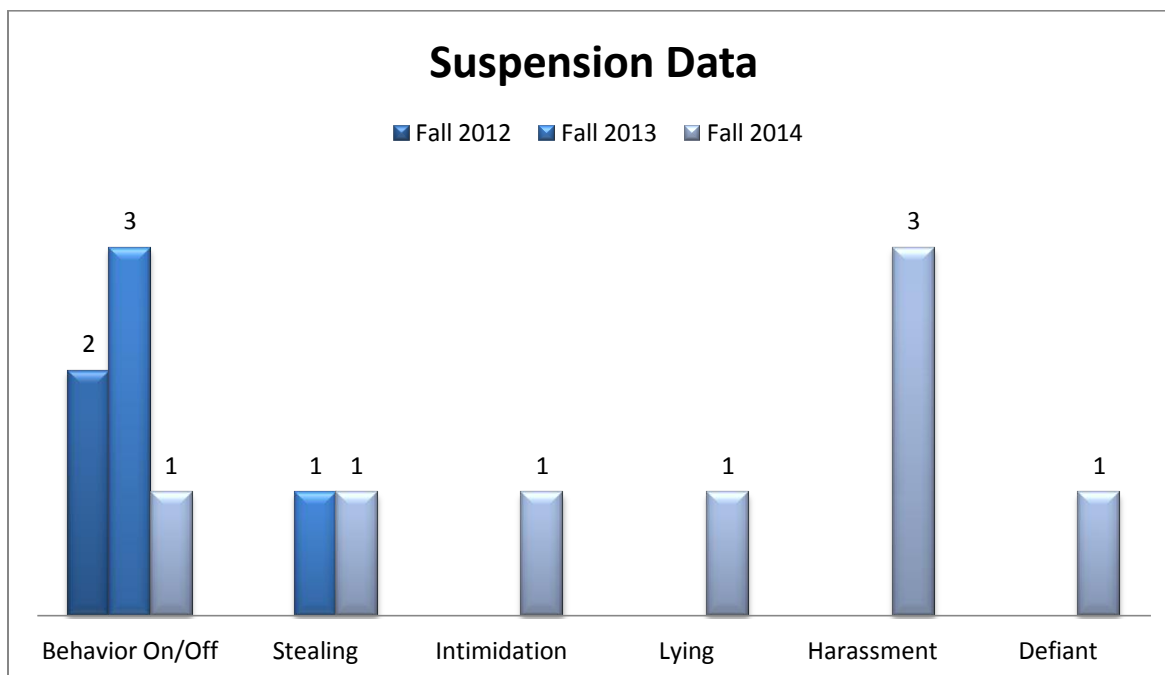
- Our National Elementary Honor Society had an induction of new 5th grade students at the end of October. These students were chosen for their outstanding academic achievement and demonstration of personal character. NEHS promotes scholarship, responsibility, leadership and service. Jeanne Coyle and Amanda Karlin are the staff advisors for this group.
- I continue to have lunches with students to build that rapport with students and learn names.

Charter Renewal

- Our charter renewal was submitted to the district on December 1st. This is our 4th renewal with the district.
- The Jeffco School Board will review the documentation of our school and then vote on the renewal of our contract with them in the February 5th board meeting.
- I have included the renewal documents to the board website.

Discipline Referrals/Suspension Data

Student Referrals for Suspension/Expulsion			
	# of suspensions	# of expulsions	Student Incident Rate
2010-2011	14	0	2.9%
2011-2012	16	0	3.2%
2012-2013	14	0	2.8%
2013-2014	34	0	6.0%
2014-2015	8	0	1.3%



Definitions of Incident Codes

Behavior on or off school property which is detrimental to the welfare or safety of other students or of school personnel including behavior which creates a threat of physical harm to the child or other children, except that if the child who creates such a threat is a child with a disability as defined under C.R.S. 22-20-103(1.5), such child may not be expelled if the actions creating such threat are a manifestation of such child's disability

Stealing or attempting to steal public or private property;

Intimidation of, bullying of another student;

Lying or giving false information, either verbally or in writing, to a school employee;

Hazing, **harassment** of another student; law enforcement shall be contacted for any offense involving a weapon or serious bodily injury;

Continued willful disobedience or open and persistent **defiance** of proper authority, including deliberate refusal to obey a member of the school staff or the use of obscene or profane language or gestures to a member of the staff;

IEP Numbers

Below is the number of IEP Students each year as of December 1st. December 1st is the count day in which we get our funding for IEP students. There are additional students that will be tested this year after this December 1st date and will be placed on an Individual Educational Plan, but we will not receive funding for them until the following year.

School Year	Number of Students	Percentage Rate compared to total Enrollment
2011-2012	39	7.52%
2012-2013	37	6.99%
2013-2014	42	6.98%
2014-2015	45	7.24%

Monthly Update on Meetings with the Assistant Principals

- In October and November we focused some of our time on the safety of our school. Through that conversation it was decided that our School Emergency Team will meet once of month to review the roles of the team and go through safety scenarios and protocols. These meetings are being lead by Kathy Sievering, our school psychologist and a member of the State Emergency Response Team.
- We have also had discussions about the master schedule for next year. In response to this discussion Lindsey met with the principal of Woodrow Wilson to brainstorm more possible ideas for our school daily schedule.
- We continue to have discussion about the norms of Lincoln, teacher performance and teacher needs, as well as the planning of upcoming events



Account		Prior Year			Current Year		Current Year	Current Year	
Number	Description	Total	Estimated Revenue	Budget	Operational Funds	Capital Funds	Total	Variance	Percent Spent
Prior Year Carryforward		2,028,956.21			839,270.06	752,980.36	1,592,250.42		
401300	Vending Machines	374.03	350.00	0.00	2.08	-	2.08	347.92	1%
408000	Resale	8,184.12	25,000.00	0.00	10,726.92	-	10,726.92	14,273.08	43%
409000	Sales-Fund Raising	8,047.01	8,000.00	0.00	3,110.61	-	3,110.61	4,889.39	39%
415000	Earnings On Investments	91.45	-	0.00	-	30.75	30.75	(30.75)	n/a
416000	Proceeds Lease/Purchase	21,726.87	21,000.00	0.00	10,765.00	-	10,765.00	10,235.00	51%
419000	Other Revenue	18,643.30	18,000.00	0.00	4,493.50	-	4,493.50	13,506.50	25%
433000	State Revenue - Other	53,800.21	94,727.76	0.00	-	31,575.92	31,575.92	63,151.84	33%
450000	Funding PPR/MillLevy/ECEA	3,860,802.29	4,703,049.68	0.00	2,407,685.30	-	2,407,685.30	2,295,364.38	51%
450000	Bond Transfers	462,271.17	464,349.32	0.00	-	231,259.60	231,259.60	233,089.72	50%
451000	Fees/Dues	67,971.06	70,000.00	0.00	61,248.00	-	61,248.00	8,752.00	87%
455000	Tuition from Individuals	94,897.05	79,300.00	0.00	48,989.05	-	48,989.05	30,310.95	62%
456000	Tuition-Extended Day Kdgn	129,448.00	130,000.00	0.00	96,193.30	-	96,193.30	33,806.70	74%
461000	Building Rental	3,256.00	3,500.00	0.00	3,550.00	-	3,550.00	(50.00)	101%
474000	Trans - Field Trips	32,385.75	33,000.00	0.00	27,921.50	-	27,921.50	5,078.50	85%
481000	Concession Revenue	17,555.32	-	0.00	7.65	-	7.65	(7.65)	n/a
482000	Resale/Activity Revenue	19,032.10	10,000.00	0.00	6,923.00	-	6,923.00	3,077.00	69%
492000	Textbook Fees	1,265.00	1,500.00	0.00	230.00	-	230.00	1,270.00	15%
498000	Donations	29,388.67	34,500.00	0.00	35,770.32	-	35,770.32	(1,270.32)	104%
499000	Miscellaneous Revenue	592.98	600.00	0.00	133.96	-	133.96	466.04	22%
950500	State Intercept Bond Transfer	(462,271.17)	(456,227.49)		(177,049.05)	(47,543.88)	(224,592.93)	(231,634.56)	49%
950500	Bond R&R Payment	-	(20,000.00)	0.00	(6,666.67)	-	(6,666.67)	(13,333.33)	33%
Revenues		4,367,461.21	5,220,649.27	-	2,534,034.47	215,322.39	2,749,356.86	2,471,292.41	53%
Available		6,396,417.42	5,220,649.27		3,373,304.53	968,302.75	4,341,607.28	2,471,292.41	83%
512100	Principal	81,349.04		84,711.30	34,401.59	-	34,401.59	50,309.71	41%
513100	Assistant Principal	69,198.12		142,826.00	55,995.15	-	55,995.15	86,830.85	39%
521100	Teacher	1,430,226.30		1,529,889.40	612,282.84	-	612,282.84	917,606.56	40%
521900	Substitute Teacher	28,584.00		28,910.00	12,465.00	-	12,465.00	16,445.00	43%
522100	Counselor	6,646.74		0.00	-	-	-	-	n/a
522200	Teacher Librarian	34,780.08		35,988.22	15,443.77	-	15,443.77	20,544.45	43%
524200	Coordinator - Classified	8,362.50		7,000.00	2,775.00	-	2,775.00	4,225.00	40%
526500	Administrator	28,113.48		29,125.49	12,558.57	-	12,558.57	16,566.92	43%
529200	Occupational Therapist	14,577.84		15,278.40	7,054.59	-	7,054.59	8,223.81	46%
529400	Nurse	16,176.95		20,249.14	8,476.60	-	8,476.60	11,772.54	42%
529500	Psychologist	20,548.50		23,890.00	9,349.25	-	9,349.25	14,540.75	39%
529600	Social Worker	7,156.25		19,725.12	6,554.72	-	6,554.72	13,170.40	33%
529800	Speech Therapist	30,713.25		40,299.32	14,923.60	-	14,923.60	25,375.72	37%
552100	School Secretary	116,871.60		121,859.74	53,025.48	-	53,025.48	68,834.26	44%
557100	Paraprofessional	247,537.39		299,302.80	107,471.19	-	107,471.19	191,831.61	36%
591100	Custodian	96,254.58		94,068.50	40,910.52	-	40,910.52	53,157.98	43%
599400	Unused Sick Leave	14,497.75		20,000.00	1,075.00	-	1,075.00	18,925.00	5%
599810	Additional Pay - Certificated	1,893.15		6,000.00	2,652.00	-	2,652.00	3,348.00	44%
599820	Additional Pay-Classified	6,275.00		1,750.00	525.00	-	525.00	1,225.00	30%
599830	Additional Pay-Administrative	675.00		1,750.00	180.00	-	180.00	1,570.00	10%
Salaries		2,260,437.52		2,522,622.43	998,119.87	-	998,119.87	1,524,502.56	40%
699000	Employee Benefits	468,175.67		573,305.27	211,761.73	-	211,761.73	361,543.54	37%
Benefits		468,175.67		573,305.27	211,761.73	-	211,761.73	361,543.54	37%
Total Salaries and Benefits		2,728,613.19		3,095,927.70	1,209,881.60	-	1,209,881.60	1,886,046.10	39%
701000	Mileage And Travel	440.60		1,000.00	376.32	-	376.32	623.68	38%
702000	Employee Training & Conf	3,226.50		12,000.00	6,142.53	-	6,142.53	5,857.47	51%
708000	Employee Background Verificatn	1,235.50		1,200.00	542.00	-	542.00	658.00	45%
710000	Meals/Refreshments	4,228.06		6,000.00	2,109.36	-	2,109.36	3,890.64	35%
713000	Student Transportation	5,930.79		6,000.00	2,543.41	-	2,543.41	3,456.59	42%
715000	Student Admission/Entry Fees	29,276.06		32,000.00	14,396.40	-	14,396.40	17,603.60	45%
721000	Legal Fees	150.00		0.00	-	-	-	-	n/a
723000	Printing	1,238.26		2,000.00	-	-	-	2,000.00	0%
731000	Contracted Services	89,514.21		74,000.00	25,970.31	-	25,970.31	48,029.69	35%



Account		Prior Year			Current Year		Current Year	Current Year		
Number	Description	Total	Estimated Revenue	Budget	Operational Funds	Capital Funds		Total	Variance	Percent Spent
743000	Equipment Rental	3,211.35		5,000.00	4,606.77	-		4,606.77	393.23	92%
745000	Contract Maint/Eq Repair	5,812.56		6,600.00	1,311.60	-		1,311.60	5,288.40	20%
745500	Technology Services	5,866.23		12,000.00	9,335.62	-		9,335.62	2,664.38	78%
746000	Const Maint/Repair-Bldg	14,150.08		67,600.00	50,105.09	-		50,105.09	17,494.91	74%
747000	Software Purch/Lease	7,903.74		6,000.00	3,225.00	-		3,225.00	2,775.00	54%
752000	Marketing - Advertising	1,210.00		1,200.00	-	-		-	1,200.00	0%
760000	Telephone/Pagers/Modems	35.76		50.00	14.90	-		14.90	35.10	30%
761000	Natural Gas	20,927.92		21,950.00	1,580.95	-		1,580.95	20,369.05	7%
764000	Electricity	42,097.30		43,250.00	15,129.85	-		15,129.85	28,120.15	35%
765000	Voice Communication Line	10,829.08		12,000.00	3,784.49	-		3,784.49	8,215.51	32%
766000	Water & Sanitation	10,920.76		13,800.00	4,044.71	-		4,044.71	9,755.29	29%
768000	Postage	352.78		500.00	59.94	-		59.94	440.06	12%
769000	Permits/Licenses/Fees	28,961.13		37,000.00	14,051.07	-		14,051.07	22,948.93	38%
770000	Risk Management Charges	28,976.00		25,000.00	14,926.20	-		14,926.20	10,073.80	60%
770800	Unemployment Comp Insur	6,477.89		7,100.00	1,588.03	-		1,588.03	5,511.97	22%
775000	Community Relations	-		500.00	-	-		-	500.00	0%
781000	Lease Purch-Other-Principal	110,000.00		140,000.00	-	-		-	140,000.00	0%
781000	Promissory Note Principal	30,000.00		50,000.00	20,833.34	-		20,833.34	29,166.66	42%
781500	Lease Purch-Other-Interest	274,250.73		325,439.00	-	162,719.50		162,719.50	162,719.50	50%
950000	Transfers	507,890.69		533,702.12	270,049.62	-		270,049.62	263,652.50	51%
	Purchased Services	1,245,113.98		1,442,891.12	466,727.51	162,719.50		629,447.01	813,444.11	44%
803000	Subscriptions/Books	508.60		700.00	1,779.17	-		1,779.17	(1,079.17)	254%
804000	Fund Raising	191.36		700.00	-	-		-	700.00	0%
805000	Materials/Supplies-Other	13,655.17		11,300.00	6,464.48	-		6,464.48	4,835.52	57%
806000	Materials/Supplies Resale	13,196.91		25,000.00	4,946.92	-		4,946.92	20,053.08	20%
810000	Office Material/Supplies	2,734.93		3,000.00	826.01	-		826.01	2,173.99	28%
810001	Office Equipment - Under \$5K	19,223.19		22,900.00	11,128.32	-		11,128.32	11,771.68	49%
812000	Clinic Supplies/Materials	573.13		700.00	218.80	-		218.80	481.20	31%
814000	Custodial Supplies	9,417.16		15,700.00	5,750.34	-		5,750.34	9,949.66	37%
820000	Instructional Material/Supply	38,215.75		65,000.00	17,272.52	-		17,272.52	47,727.48	27%
820001	Instructional Equip-Under \$5K	16,608.89		21,500.00	12,046.10	-		12,046.10	9,453.90	56%
822000	Textbooks	5,630.80		17,400.00	3,907.95	-		3,907.95	13,492.05	22%
823000	Copier Usage	18,847.90		19,500.00	7,503.98	-		7,503.98	11,996.02	38%
824000	Testing Materials	894.74		4,500.00	3,104.82	-		3,104.82	1,395.18	69%
826000	Graduation Materials	240.94		500.00	-	-		-	500.00	0%
840000	Maint Materials/Supplies	18,532.50		18,100.00	9,806.18	-		9,806.18	8,293.82	54%
870000	Library Materials	892.01		2,000.00	1,307.62	-		1,307.62	692.38	65%
880000	Purchased Food	18,456.90		0.00	-	-		-	-	n/a
885000	Miscellaneous Expense	-		2,000.00	177.12	-		177.12	1,822.88	9%
889000	Consumable Supplies	18.77		150.00	-	-		-	150.00	0%
	Materials and Supplies	177,839.65		230,650.00	86,240.33	-		86,240.33	144,409.67	37%
918000	Appliances/Comm Equip	20,203.61		0.00	-	-		-	-	n/a
930000	Building Improvements	632,396.57		190,190.00	128,201.80	-		128,201.80	61,988.20	67%
	Capital Outlay	652,600.18		190,190.00	128,201.80	-		128,201.80	61,988.20	67%
	Total Expenditures	4,804,167.00		4,959,658.82	1,891,051.24	162,719.50		2,053,770.74		
	Pre-Adjusted Carryforward	1,592,250.42			1,482,253.29	805,583.25		2,287,836.54		
810001	Office Equipment - Under \$5K	-		-4,907.20	4,907.20	-		4,907.20		
820001	Instructional Equip-Under \$5K	-		0.00	-	-		-		
	Encumbrances	-		(4,907.20)	4,907.20	-		4,907.20		
810001	Office Equipment - Under \$5K	-		0.00	-	-		-		
820001	Instructional Equip-Under \$5K	-		-298.50	-	-		-		
	Requisitions	-		(298.50)	-	-		-		
TABOR (school enters amount)				155,584.48						
Adjusted Carryforward		1,592,250.42			1,477,346.09	805,583.25		2,282,929.34		
			Less Prior Year Carryforward		(839,270.06)					

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used	

Improvement Plan Information

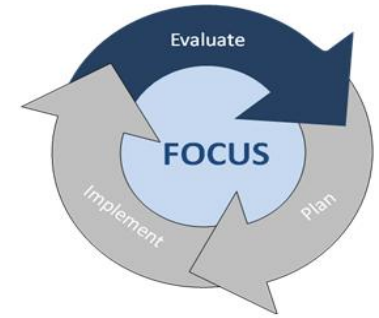
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- ☒ State Accreditation ☐ Title 1 Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP) ☐ Diagnostic Review Grant ☐ School Improvement Support Grant
- ☐ Other:

School Contact Information (Additional contacts may be added, if needed)	
Name and Title	Janelle Johnson - Principal
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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were use,, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 Progress Monitoring of Prior Year's Performance Targets and #2 Data Analysis) have been provided to organize the data referenced in the narrative.

Data Narrative for School

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).



Review Current Performance: Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.



Trend Analysis: 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 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.



Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's over-all performance challenges.



Root Cause Analysis 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 encouraged.

Narrative:

-See Attached Document-

Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Measure	Metric	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	Reading			
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	Math			
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	Writing		3rd grade, met 75%, 16.8% above goal 4th grade, not met 57%, 10.1% below goal 5th grade, not met 71%, 14 % below goal 6th grade, met 73%, 8% above goal 7th grade, not met 74%, 2% below goal 8th grade, met 83%, 4% above goal	Some grade levels did not meet goals partly because the cohort of students were not taken into account. Though the cohort scores grew modestly or very well in some cases, the goals were too high for some cohorts and/or those students did not grow enough.
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	Science			
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	Reading			
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	Math			
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	Writing	For our Educator Effectiveness School Goal: Lincoln Academy Elementary will work towards meeting the school's School Performance Framework (SPF) TCAP growth expectations in Writing for 2013-14.	State score for writing in both middle school and elementary was "meets" for growth	A focus on writing supported our work, but growth numbers were already meets or exceeds for writing
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	ELP			
Academic Growth Gaps	Median Growth Percentile (TCAP & ACCESS), local measures	Reading			

Academic Growth Gaps	Median Growth Percentile (TCAP & ACCESS), local measures	Math			
Academic Growth Gaps	Median Growth Percentile (TCAP & ACCESS), local measures	Writing		Students were to grow to from the 44th to the 50th percentile in median growth percentile for students "needing to catch up." The goals was met with a median subgroup growth percentile of 63 for students in the "needing to catch up" subgroup.	Increased writing time, work on writing scope and sequence, and professional development may have impacted subgroup growth. Growth was particularly strong in 7th and 8th grade with ten percent jumps in achievement overall. This was due to a focus helping students figure out what was expected of them in a prompt.

Worksheet #2: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-4); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Measure	Metric	Description of Notable Trends (3 years of past data)	Priority Performance Challenges	Root Cause
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	Reading	Elementary Reading: 2012: 80%, 2013: 82%, 2014: 83% Middle Reading: 2012: 88%, 2013: 80%, 2014: 84% *percent is proficient or advanced students.		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	Math	Elementary Math: 2012: 80%, 2013: 85%, 2014: 83% Middle School Math: 2012: 72%, 2013: 67%, 2014: 72% *percent is proficient or advanced students.		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	Writing	Elementary Writing: 2012: 65%, 2013: 68%, 2014: 68% Middle School Writing: 2012: 65%, 2013: 68%, 2014: 68% *percent is proficient or advanced students.	While we are meeting achievement standards in all areas, we wish to continue to improve in the area of writing partly because this is an area where we see room to make helpful school-wide changes.	The school does not have a consistent school-wide writing pedagogy, including a researched-based curriculum, scoring system, or time guidelines.

Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	Science			
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	Reading	Elementary Math: 2012: 55%, 2013: 62%, 2014: 51% Middle School Math: 2012: 46%, 2013: 40%, 2014: 53%		
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	Math	Elementary Math: 2012: 66%, 2013: 77%, 2014: 64% Middle School Math: 2012: 50%, 2013: 41%, 2014: 45%	Students have not reached adequate growth in mathematics.	One particular cohort of students has struggled particularly with mathematics. This relates to management issues that slowed this group in general.
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	Writing	Elementary Math: 2012: 61%, 2013: 66%, 2014: 57% Middle School Math: 2012: 43%, 2013: 49%, 2014: 51%		
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	ELP			
Academic Growth Gaps	Median Growth Percentile (TCAP & ACCESS), local measures	Reading	Elementary--2012: 66.7%, 2013: 100%, 2014: 83.3% Middle School--2012: 50%, 2013: 58.3%, 2014: 87.5%	See math priority performance challenge	Teachers are not fully trained in differentiating instruction. Our processes for addressing students with significant needs address only some subgroups and are scheduled for a part of the day.
Academic Growth Gaps	Median Growth Percentile (TCAP & ACCESS), local measures	Math	Elementary--2012: 83%, 2013: 100%, 2014: 100% Middle School--2012: 50%, 2013: 41.7%, 2014: 31.3%	A significant number of our students who typically experience growth gaps are not meeting state expectations for adequate growth, particularly students with disabilities overall, and especially at the middle school level, more often in math.	Students have not had differentiated instruction in mathematics with the exception of ability grouping. Teachers also have not had training in differentiation as mentioned in the reading root cause.
Academic Growth Gaps	Median Growth Percentile (TCAP & ACCESS), local measures	Writing	Elementary--2012: 66.7%, 2013: 100%, 2014: 75% Middle School--2012: 50%, 2013: 66.7%, 2014: 56.3%	See math priority performance challenge	see reading root cause

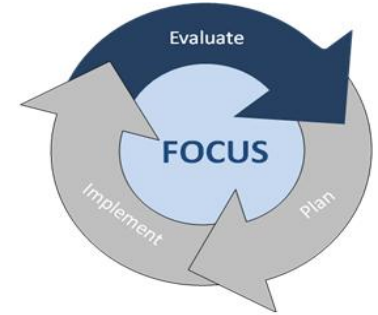
Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required School Target Setting Form on the next page. Then move into action planning, which should be captured in the Action Planning Form.

School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps 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. Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. 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.



Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado is transitioning from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced may not be appropriate. Furthermore, CDE does not yet know if student growth percentiles and setting is still expected to occur in the UIP process during this transition period. However, some modification in typical practice may be needed. Refer to the UIP Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/Metrics		Priority Performance Challenges	Annual Target 2014-15	Annual Target 2015-16	Interim Measures	Major Improvement Strategies
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	R		87% of students will be at or above benchmark with their composite scores on DIBELS Next.	90% of learners will be at or above benchmark with their scores on DIBELS Next	DIBELS benchmarks are completed three times a year, with more frequent progress monitoring for students with	
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	M					

Performance Indicators	Measures/Metrics		Priority Performance Challenges	Annual Target 2014-15	Annual Target 2015-16	Interim Measures	Major Improvement Strategies
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	W	While we are meeting achievement standards in all areas, we wish to continue to improve in the area of writing partly because this is an area where we see room to make helpful school-wide changes.	During the first year of transition to CMAS we will maintain or increase our writing school percentage of 82 for middle school and 73 for elementary. *not proficient or advanced rating, this refers to overall school percentile on the school performance framework (indicating a school ranking)	Our writing for both elementary and middle school will achieve 85% or above in writing for school percentile on the school performance framework by 2016 *as ranked by the school's percentile on the school performance framework rather than achievement		* Develop a pedagogy for teaching writing including time guidelines, aligned rubrics, and consistent curricular resources
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	S					
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R					
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	M	Students have not reached adequate growth in mathematics.	Because we do not have a guaranteed and viable interim or alternate assessment for math, we will not be able to identify a numerical target for improvement of math scores. See the action plan for further information.	After a year of CMAS PARCC assessment in math, we will resume our goal of improving growth in mathematics for middle school students at Lincoln Academy	Because we do not have a guaranteed and viable interim or alternate assessment for math, we will not be able to identify a numerical target for improvement of math scores. See the action plan for more information.	* Provide professional development for teachers around differentiation of instruction and assessment * Utilize differentiated resources with students to allow students to work at their own pace

Performance Indicators	Measures/Metrics		Priority Performance Challenges	Annual Target 2014-15	Annual Target 2015-16	Interim Measures	Major Improvement Strategies
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	W					
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	ELP					
Academic Growth Gaps	Median Growth Percentile (TCAP & ACCESS), local measures	R	See math priority performance challenge	Because we do not have a guaranteed and viable interim or alternate assessment for math, we will not be able to identify a numerical target for improvement of middle school reading scores. See the action plan for further information.	New goals will be established based on more viable data from CMAS and added interim assessments in the action plan.		* Provide professional development for teachers around differentiation of instruction and assessment
Academic Growth Gaps	Median Growth Percentile (TCAP & ACCESS), local measures	M	A significant number of our students who typically experience growth gaps are not meeting state expectations for adequate growth, particularly students with disabilities overall, and especially at the middle school level, more often in math.	Because we do not have a guaranteed and viable interim or alternate assessment for math, we will not be able to identify a numerical target for improvement of math scores. See the action plan for further information.	New goals will be established based on more viable data from CMAS and added interim assessments in the action plan.		* Provide professional development for teachers around differentiation of instruction and assessment * Utilize differentiated resources with students to allow students to work at their own pace

Performance Indicators	Measures/Metrics		Priority Performance Challenges	Annual Target 2014-15	Annual Target 2015-16	Interim Measures	Major Improvement Strategies
Academic Growth Gaps	Median Growth Percentile (TCAP & ACCESS), local measures	W	See math priority performance challenge	Because we do not have a guaranteed and viable interim or alternate assessment for math, we will not be able to identify a numerical target for improvement of writing scores. See the action plan for further information.	New goals will be established based on more viable data from CMAS and added interim assessments in the action plan.		* Provide professional development for teachers around differentiation of instruction and assessment

Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy:

Provide professional development for teachers around differentiation of instruction and assessment

Root Cause(s) Addressed:

Teachers are not yet fully trained in differentiated instruction.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy

- ☐ State Accreditation
- ☐ Title I Focus School
- ☐ Tiered Intervention Grant (TIG)
- ☐ Colorado Graduation Pathways Program (CGP)
- ☐ Diagnostic Review Grant
- ☐ School Improvement Support Grant

☐ Other:

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2014 -2015)	Timeline (2015-2016)	Key Personnel (optional)	Resources (Amount and Source: federal, state and/or local)	Implementation Benchmarks	Status of Action Step
Offer staff professional development for writing involving time spent on writing and writing instruction, teaching methods in writing, and systematic writing evaluation	Identify time spent in writing and writing instruction timing guidelines based on results of survey-- February 13, 2015	Offer writing professional development based on the discoveries of the previous year-- September-November 2015 Re-evaluation of student writing according to systemic rubrics from late 2014. These should show significant growth within cohorts.	all writing staff, administration, coach	All local resources, professional development being the major purchase. This may or may not include writing curricular materials depending on what internal research suggests.	Increases on internal systemic measures of writing will have to suffice, mostly because state measures are likely to be in flux (PARCC)	Not started

Major Improvement Strategy:

Utilize differentiated resources with students to allow students to work at their own pace

Root Cause(s) Addressed:

Materials and instruction not differentiated in mathematics, lack of teacher instruction in differentiation, undifferentiated materials (see math root causes)

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy

☐ State Accreditation
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Colorado Graduation Pathways Program (CGP)
 ☐ Diagnostic Review Grant
 ☐ School Improvement Support Grant

☐ Other:

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2014 -2015)	Timeline (2015-2016)	Key Personnel (optional)	Resources (Amount and Source: federal, state and/or local)	Implementation Benchmarks	Status of Action Step
Offer students differentiated materials and instruction using Think Through Math Offer students supplemental materials to add differentiation and additional problem solving skills to Saxon Math in middle school.	Professional development on differentiation offered internally as well as through Kagan cooperative learning September 2014-March 2015 Think Through Math offered to all students in the 2014-15 school year	Continued implementation of TTM and differentiation	Middle School Administration, Math and Technology Instructors and Aides	Local resources, no additional resources from standard operating budget	Two years of implementation will yield significant individual data from TTM Staff will have identified additional supplemental resources to add to Saxon, as well as several classroom strategies for differentiation that they use regularly by the end of the 15-16 school year	Kagan training completed Professional development in progress

Major Improvement Strategy:

Develop a pedagogy for teaching writing including time guidelines, aligned rubrics, and consistent curricular resources

Root Cause(s) Addressed:

The school does not have a consistent school-wide writing pedagogy, including a researched-based curriculum, scoring system, or time guidelines.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy

☐ State Accreditation
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Colorado Graduation Pathways Program (CGP)
 ☐ Diagnostic Review Grant
 ☐ School Improvement Support Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2014 -2015)	Timeline (2015-2016)	Key Personnel (optional)	Resources (Amount and Source: federal, state and/or local)	Implementation Benchmarks	Status of Action Step
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☐ Other:

Identify current methods for teaching writing for our school in general terms (i.e. process vs. workshop, modeling vs. directed writing, teacher choice vs. student choice)	Identify survey team and draft survey-- November 21, 2014	Offer and analyze survey-- December 18, 2014 Identify guidelines for time spent on writing and writing instruction across grade levels-- January 30, 2015	Janelle Johnson, Lindsey Tomsick, Sarah Jacobson, Andrew Weir, all writing staff	Minimal local resources	Complete survey with analysis	Not started
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Evaluate strengths of current writing program using systematic rubrics	Select systematic rubrics--December 2014 Train staff in use of systematic rubrics--January 8th, 2015 Evaluate student population based on systemic rubrics January 30th, 2015 Analyze results of rubrics, identify strengths and weaknesses--February 13th, 2015 identify root causes of writing strengths and weaknesses (i.e. time spent on writing, consistent instruction, process skills, scaffolding, conferencing, differentiation)--March 27, 2015	Offer writing professional development based on the discoveries of the previous year--September-November 2015 Re-evaluation of student writing according to systemic rubrics from late 2014. These should show significant growth within cohorts.	All writing staff, school administration, school coach	Purchase of appropriate writing rubrics--local or grant funding if available, Staff development either internal or external--locally funded	Completed analysis of writing rubrics school-wide according to timeline Implementation of professional development (supported by local research) K-8 according to timeline	Not started--starting with rubrics early could tell us information we aren't interested in, based on the direction of our school

Lincoln Academy Facilities Growth Committee

December 8, 2014 Report

I. Members

To date, the committee consists of Phillip Courtney (Board of Directors), Janelle Johnson (Principal), Meg Tidd (Parent), Sarah Jacobsen (LA Staff and Parent), Trish Eshbaugh (Parent), Jessica Johnson (Colorado League of Charter Schools).

II. Meetings

Meetings in October and November:

- Met with Brian Morse of American Portable Buildings Corp., a supplier of modular classrooms. Received preliminary cost estimate.
- Met with Bruce Larson of LarsonIncitti Architects. Bruce provided an overview of available services and offered to take a look at our drawings to provide a few preliminary ideas on the building.
- Discussion with Jessica Johnson, Colorado League of Charter Schools, regarding the process for facility planning and potential expansion.
- Met with Chris Guarino, Consilium/NV5, an owner's representative, and Jim Andrews, Fransen Pittman, a general contractor. We briefly toured the facility and discussed the potential services that an owner representative and contractor could provide in the planning stage of a potential expansion.

III. Key Dates upcoming

- December 15 – Committee Meeting at Lincoln Academy 4:30

IV. Other Considerations

- The committee will review other options including building expansion or building remodeling.