



A PreK-8 Jefferson County Public School Since 1997

Charter Renewal Application 2020



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Table of Contents

Introduction	3
Mission, Vision & Goals	4
Lincoln Academy Vision Statement	4
Lincoln Academy Mission Statement	4
Goals of Lincoln Academy	4
Curriculum & Programs	6
PreK-8 Core Knowledge Curriculum	6
PreK Program	8
K-8 Math Program	8
K-5 Reading Program	9
K-5 Writing Program	9
6-8 Reading and Writing Program	9
5-8 STEM	10
School Technology Program	10
K-4 Specials	10
5-8 Electives	10
Department of Student Success (DSS)	11
Advanced Learning Plan (ALP) Groups	11
Enrichment & Extracurricular Activities	11
Athletics	11
NJHS	12
Student Government	12
Enrichment Opportunities Outside the Classroom	12
After School Clubs	13
Parent Involvement	14
School Governance	14
Enrollment	15



Table of Contents Cont.

Academic Progress & Growth	16
School Performance Framework	16
Colorado Measures of Academic Success (CMAS) Data	16
Academic Achievement	17
Median Growth Percentiles	19
Measure of Academic Performance (MAP) Data	21
2019 Unified Improvement Plan Goals & Focus	23
Surveys	24
Parent & Staff Surveys	24
District Surveys	26
Safety & Security	28
PBIS & Anti-Bullying	28
Budgeting and Finances	30
Strengths, Achievements & Awards	32
Appendix A: Automatic & Non-Automatic State Waivers	34
Appendix B: District Waivers	34
Appendix C: Enrollment Preferences, Methods, Timelines & Procedures	34
Appendix D: Anti-bullying Policy	34
Appendix E: Safety Plan	34



Introduction

In appreciation of our partnership with the Jefferson County School District, Lincoln Academy (LA) is pleased to present this request for our charter renewal from July 1, 2020, through June 30, 2025. Lincoln Academy received its original charter as a Core Knowledge school in 1996. Since officially opening in 1997, the school has been meeting or exceeding the accepted standards for a successful charter school, as determined by the Colorado Department of Education.

In the first year Lincoln Academy opened its doors, 119 students were enrolled in grades Kindergarten through 5th grade. Currently, in 2019, Lincoln Academy has grown to a PreK through 8th grade school with an enrollment of 803 students.

Lincoln Academy developed our charter on the foundational idea of the Core Knowledge Sequence, which provides a detailed, explicit, and systematic sequence of grade-specific content. This knowledge is organized to spiral through the grade levels, becoming more sophisticated and comprehensive in each successive grade. The ultimate goal is to ensure that all students have access to the same instructional foundation that provides for future educational success.

In addition to the Core Knowledge Sequence, Lincoln Academy emphasizes the teaching of basic skills with a traditional and conventional approach. We organize our academically rigorous program so that the entire class generally works as a single group on grade-level material with ability grouping and differentiation occurring when necessary. With the idea of strengthening and enriching daily work, homework is assigned regularly.

Deliberate attention to discipline and order is maintained. Students are expected to respect others, accept responsibility, take care of their property, and be careful with the property of the school and others.

Staff, students, and parents work collaboratively to create a learning experience that stimulates creativity, teamwork, critical thinking, civic and global engagement as well as successful learning opportunities to ensure that each child achieves his or her highest potential.



Mission, Vision & Goals

Lincoln Academy Vision Statement

The vision of Lincoln Academy is to prepare all students for their future endeavors by providing a comprehensive Core Knowledge education.

Lincoln Academy Mission Statement

The mission of Lincoln Academy Charter School 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.

The mission and vision of Lincoln Academy are at the forefront of every decision made by our school. The entire school focuses on a rigorous academic program through the use of the Core Knowledge Sequence and a traditional, fundamental, “back-to-basics” approach. Our goal is to provide a rich and balanced educational opportunity for all students while maximizing their learning potential in a disciplined environment.

Goals of Lincoln Academy

Academic ~ Each student will:

- Develop communication skills in the areas of listening, speaking, reading, and writing.
- Develop a grade-appropriate level of knowledge of mathematics and the sciences.
- Develop an appreciation and knowledge of World and American History and our Country's Heritage.
- Develop an appreciation of his/her physical environment.
- Develop good study habits.
- Achieve his/her full learning potential.
- Hold high expectations for the quality of their work.
- Attend school regularly and arrive on time.

Physical ~ Each student will:

- Develop coordination skills.
- Develop an appreciation of sports through observation and participation.
- Develop safety awareness.



Artistic ~ Each student will:

- Develop an awareness of and appreciation for art history.
- Develop an understanding and enjoyment of art and its materials.
- Develop the knowledge and enjoyment of a variety of musical expressions.
- Enjoy creative expression through drama, musicals, and other art forms.
- Enjoy and participate in artistic experiences in the community.

Character ~ Each student will:

- Be assisted in developing a positive self-image.
- Develop appreciation, compassion, and respect for others.
- Experience success in group participation as a leader and a team member.
- Develop self-control and responsibility as a way of life.
- Develop the ability to meet change, uncertainty, and complexity with confidence.
- Prepare for intelligent, responsible citizenship.



Curriculum & Programs

Lincoln Academy offers a rigorous academic program delivered in a traditional whole group setting. Lincoln emphasizes the basic foundations necessary for an academically sound education: reading (with an emphasis on phonics), mathematics, writing, grammar, geography, history, government, penmanship, spelling, fine arts, physical education, science, and technology. Lincoln Academy seeks to help all students become high achievers in core academic subjects by building on the virtues of traditional American education incorporating modern technology, research-based methodologies, and applying the wisdom and experience of teachers and parents.

The core belief at Lincoln Academy is that all students can and will reach their highest academic and social potential. Mastery of subject matter is our overall goal, regardless of the child's background, learning style, or pace. Because students learn at different rates and in different ways, teaching strategies are varied according to each student's needs. Students progress through the curriculum as a whole class but have many opportunities for individual or small group instruction. Students are taught to be responsible for their learning and individual progress toward mastery and are given time to recognize and implement what needs to be improved.

Building upon the solid foundation of Core Knowledge, the 5-8 Middle School program continues the content-rich, academically rigorous approach to education. The program prepares students for the rigors of high school. Middle School students finish the Core Knowledge Sequence while adding technology and STEM, as core classes, along with a variety of elective classes.

PreK-8 Core Knowledge Curriculum

Lincoln Academy uses the Core Knowledge curriculum as the basis for history and geography (American and World), science, language arts, math, visual arts, and music instruction. Core Knowledge is a research-based program developed by Dr. E.D. Hirsch, Jr. To help children establish strong foundations of knowledge, Dr. Hirsch argued that schooling should provide a solid, specific, and shared core curriculum.

Core Knowledge accounts for about 90% of the complete curriculum at Lincoln Academy. The specific content is laid out by grade level in the Core Knowledge Sequence, making it easy for staff and parents to review material. Lincoln Academy teachers also map out yearly plans that enable cross-curriculum connections. [Year-long plans](#) can be viewed on the Lincoln Academy website.



Core Knowledge lays out a complete program that provides students with a broad-based education, free of significant gaps. It clearly defines the content knowledge and skills that each student must be taught at each grade level and creates high standards of academic expectations. Students progress as they build on previous knowledge from year to year. Core Knowledge eliminates specific gaps and repetition that are found in some standard curriculums. It also aids in systematically delivering cultural literacy while leaving room for creativity.

The Core Knowledge curriculum prepares students for a lifetime of learning in a manner that is solid, sequenced, specific, and shared:

Solid - Core Knowledge represents a body of knowledge, ideas, and principles essential for building a strong educational foundation. The Core Knowledge curriculum utilizes a sequence of information teachers use to educate students. Subjects that are covered include History, Geography, Science, Literature, Poetry, common Sayings and Phrases, and a variety of other rich topics.

Sequenced - For children to progress in their education, they must first have a strong foundation. As they move from grade to grade through the Core Knowledge Sequence, their knowledge builds on previous instruction. The foundations for the subjects mentioned above are formed in the early grades, with basic vocabulary and concepts. In the upper elementary grades, the topics are re-visited with more in-depth information and ideas. In middle school, students visit topics at a higher cognitive level. This method eliminates unnecessary repetition and prevents gaps in learning.

Specific - How does Core Knowledge answer the question, “What do our children need to know?” Rather than with general, vague statements, the Core Knowledge Sequence identifies specific, valuable knowledge. It outlines exactly what and when children are taught in a way that helps students to understand the material and make connections with previous knowledge.

Shared - For children to develop true literacy and understanding, they must share a broad range of knowledge. Core Knowledge gives children this knowledge in a solid, sequenced, and specific way. Core Knowledge helps to provide all children, regardless of background, with the shared knowledge they need to be culturally literate.

Important Aspects of the Core Knowledge Curriculum:

Comprehensive – Core Knowledge thoroughly covers our common body of knowledge in a very specific and sequenced way. The lessons build on one another, grade by grade, allowing for broad and deep knowledge.

Integrated – Core Knowledge is structured in such a way that specific topics are taught concurrently amongst subjects whenever possible. For example, when the Renaissance period



is being studied in history students are reading related books in language arts and studying the paintings and music from the period as well.

Eliminates repetition – Repetitions in the curriculum can cause boredom in children, and that boredom can turn off learning. Because Core Knowledge is specific and comprehensive, repetitions are eliminated.

Eliminates gaps – Without a highly specific curriculum, gaps in learning often happen. For example, students may learn about rainforests three times and never be exposed to the Native Americans or the War of 1812. By having a grade by grade, specific curriculum, Core Knowledge ensures that every topic is covered.

Research-Based – The Core Knowledge curriculum is research-based with proven results. The Core Knowledge curriculum has been in existence for over 30 years and has been used in hundreds of schools across the country, including many schools in the state of Colorado.

PreK Program

PreK is the foundation for developing school readiness that is essential to the success of young students. PreK students are engaged in learning basic social, academic, and other school skills that are specifically designed to provide the solid foundation needed in kindergarten and beyond. Our PreK program uses the Core Knowledge curriculum, which incorporates math, reading, history, science, art, and music to foster a love of learning at an early age. We offer two-morning classes as well as one afternoon class for four and five-year-olds. Our PreK setting is a highly sought after educational program in the area.

K-8 Math Program

Saxon Math

Lincoln Academy uses Saxon Math as its primary K-8 math program. Saxon Math is a research-based program that introduces a topic to a student and then allows the student to build upon that concept as they continue to learn new ones. With this approach, no skills or concepts get dropped, and students retain what they have learned well beyond the test. Topics are developed, reviewed, and practiced over time in a variety of ways. Formative and summative assessments are used to evaluate student achievement.

Daily in grades K-2, students participate in a beginning-of-the day math activity called The Math Meeting. During The Math Meeting, they practice skills related to the calendar, counting, patterning, number recognition, time, money, problem-solving strategies, and estimation. During the year, The Math Meeting changes slightly as the children acquire additional knowledge and skills.



In grades 3-8, students are placed in leveled classes for math instruction. Each level is tailored to the needs of the students. Grade level math offers a standard curriculum using the Saxon lesson as written. Accelerated math covers similar concepts, but may delve further into the reasoning and applications of these concepts at a quicker pace. Beginning in third grade, students transition from using worksheets to using a textbook. Math instruction is supplemented with an online computer program called IXL.

K-5 Reading Program

Open Court (Grades K-5)

Lincoln Academy utilizes the *Open Court* reading program in grades K-5. This program is a research-based, comprehensive literacy program that:

- develops confident and fluent readers through print and phonemic awareness activities and explicit, systematic phonics instruction
- engages students in constructing meaning through the teaching and application of comprehension skills, strategies, and discussions
- incorporates writing and language arts skills, including spelling and vocabulary, through explicit instruction and meaningful practice
- includes excellent, thought-provoking literature to create a classroom environment in which students explore, discuss and research ideas
- develops research and study skills that give students the tools to become independent, self-directed learners

Through the Core Knowledge required texts, students are exposed to rich, classic literature like *Pollyanna*, *Treasure Island*, *The Secret Garden*, *The Iliad and the Odyssey*, and *Romeo and Juliet*.

K-5 Writing Program

Lincoln Academy uses a combination of proven and rigorous writing programs that are integrated into the curriculum: *Writer's Workshop*; *Write Tools*; and *Write Now, Right Now*. These curriculums are used in alignment with the Colorado Writing Standards. Our school uses these programs to combine the writing process and content for a balanced approach to writing instruction.

6-8 Reading and Writing Program

The Middle School Language Arts program continues on the robust, fundamental foundation built in the elementary school. Improving and fostering students' skills in reading, writing, speaking, and listening are emphasized. In-class writing, vocabulary, spelling, journal writing, grammar, poetry, speech, and short stories are stressed throughout the Language Arts curriculum.



5-8 STEM

In tandem with our Core Knowledge program, we have added STEM to our middle school curriculum. We embrace the idea that students will need STEM-related knowledge and skills to be our future global leaders. Our STEM program utilizes a student-driven, inquiry-embedded instructional approach, including educational models such as Project/Problem Based Learning and Design Thinking. As with our other programs, STEM projects will complement the Core Knowledge sequence. For instance, when studying Ancient Rome, students will engineer their own scaled models of the aqueducts. Then, they will work to improve on their design and create a complete wastewater removal system. Students will also explore topics such as renewable energy, where they will research different energy sources and ultimately design and build solar ovens. The program will drive an emphasis on collaboration, communication, creativity, and critical thinking.

School Technology Program

At Lincoln Academy, Technology is a core class in grades 5-8. Students in these grades learn a variety of skills that include Microsoft Office, keyboarding, computer programming, 3D design and printing, coding, Google suite, and audio & video editing. The technology program also supports other core subjects within the Middle School. Daily, Middle School students produce LA 8:05, a morning broadcast in which students film and edit videos that include the Pledge of Allegiance, Words of Wisdom, and other announcements.

Additionally, each grade level (K-8) has access to 64 Chromebooks, in which grade level teachers can enhance, extend, and reinforce student skills through the use of technology. As students use this technology, the task becomes more complex and relevant providing an authentic and engaging learning experience for all students.

K-4 Specials

Art, Music, and Technology are taught in conjunction with the Core Knowledge Sequence. This cross-curricular planning allows students to experience the topics and cultures they are studying through a variety of modes and experiences. P.E. and Library are also offered to all elementary students throughout the year. Students attend a rotation of one or two specials each day. Students attend Art, Music, and PE twice a week, and Technology and Library once a week.

5-8 Electives

Middle School students have opportunities to express themselves outside their core classes through an electives program that offers well over twenty options. Some of these options include Spanish, gardening, hiking, golf, international cooking, yearbook, theater, choir, strings, guitar,



ceramics, 3D art, textiles, drawing, painting, multimedia, photography, team sports, solar car, creative writing, and book studies.

Department of Student Success (DSS)

Lincoln Academy's Department of Student Success serves students with Individual Educational Plans (IEPs), READ Plans, and English as a Second Language (ESL) Plans. Our DSS department is comprised of three Special Education Coordinators (K-2, 3-5, 6-8), a Social Worker, a Psychologist, a Counselor, a Speech Therapist, an Occupational Therapist, a Nurse, and four literacy paraprofessionals. We have a 504 Coordinator and a district ESL tutor. This team of intervention employees works with students daily to support and serve their needs within our school. The DSS Team also works with students who do not have a formal plan in place but have been identified as needing intervention support through the MTSS process. The team consults with teachers, parents, and students to ensure that the needs of students are met and that specialized educational plans are implemented.

Following Colorado Law, Lincoln Academy implements each student's IEP. The school works with the individual student's goals to ensure that they receive a well-balanced education.

Advanced Learning Plan (ALP) Groups

Lincoln Academy has two ALP Coordinators. Students identified as having an ALP meet with an ALP director at least once a week to encourage both academic and affective growth in their specific area of giftedness. The ALP directors also have enrichment groups that meet an additional two times per week.

Many non-ALP students who are performing highly in a specific area also participate in an enrichment group twice per week. The non-ALP students in enrichment groups are fluid, meaning that as the theme changes by the month, classroom teachers can change the students who go to enrichment groups. This process gives more students the opportunity to receive enrichment.

Enrichment & Extracurricular Activities

Athletics

Lincoln Academy offers our students in 6th, 7th, and 8th grade the opportunity to participate in an intramural athletics program. Practices and competitions are held immediately after school with championship competitions at the end of each season. Our teams compete with several other charter schools in the area. Sport choices currently offered include cross country, soccer, volleyball, basketball, and cheerleading. Lincoln Academy expects good sportsmanship of all



students and their parents. Additionally, academic eligibility is required for all student-athletes. Our girls' volleyball team has won the league championship for the past six consecutive years. Both our girls' and our boys' basketball teams and our girls' soccer team have won their championships three of the last five years. This year, the boys' soccer team won their championship as well. We are very proud of our students' athletic achievements in addition to their academic endeavors.

NJHS

Lincoln Academy has a chapter of the National Junior Honor Society for 6th, 7th, and 8th graders. We are proud to honor the commitment and academic accomplishments of these students. We ask our students to embrace and embody the five pillars of NJHS's foundation. We ask them to prioritize their strong character, commitment to scholarship, dedication to service, devotion to responsibility, and development of leadership. Some of their activities include community outreach to local senior citizen homes, fundraising for various local charities like Ralston House, and backpacks for children in foster care. They also assist in multiple community service and leadership activities at the school such as grounds clean-up, landscape planting, and event planning/coordination. These students are inspirational and critically important to our school culture.

Student Government

Middle School students also have the opportunity to participate in our Student Government. Students are charged with managing a wide range of events, activities, and fundraising. Members are representatives of the best interests of our school's student body and help shape the student experience on campus. The group is led by four elected officials who help to organize and run their meetings and budget. The students focus on teamwork, leadership, organization, and project planning.

Enrichment Opportunities Outside the Classroom

Each year, students have multiple learning opportunities outside the classroom walls through curriculum-related field trips and assemblies. Lincoln Academy 5th graders participate in Young Ameritowne, and our 6th graders participate in a four-day Outdoor Education Program. Seventh graders attend International Towne. Also, 7th and 8th graders have optional educational travel opportunities; they may choose to go on a science trip to Hawaii and/or a historic expedition to Washington, D.C.

Every year, Lincoln conducts a Science Fair that is required for grades 3rd through 5th and has several participants from other grades as well. The Science Fair has a grade-level competition where student boards are reviewed by several Colorado School of Mines Engineering students. The judges look for thoroughness in the Scientific Method as well as for the best presentation.



Students also participate in city-wide math competitions. Lincoln conducts yearly spelling bees, geography bees, talent shows, and a day of poetry and prose presentations.

Lincoln 5th graders have the opportunity to buddy up with kindergartners several times a year to build community through student interaction that includes creative projects, reading time, and other activities. Our kindergartners see their 5th grade buddies as mentors while our 5th graders learn compassion and leadership.

Each year, our Middle School science teacher leads a team of students who compete in the National Renewable Energy Laboratory (NREL) solar car competition. These teams have won several design and race competitions. Our science teacher also organized a group of three charter buses that took Lincoln students and families to Glendo, Wyoming, in 2017 to experience the Total Solar Eclipse. Every summer, we host Count Me In, a math camp specifically designed to encourage girls' success and confidence in math. Lincoln also hosts Camp Invention, in conjunction with the National Inventors Hall of Fame, which provides a summer program that turns curious students into innovative thinkers.

After School Clubs

Lincoln Academy students have the opportunity to participate in several after school clubs. Current offerings include Colorado ACTS; a theater program, Spanish Club, Run Club, Science Matters, Chess Club, and Lego Club.



Parent Involvement

A basic tenet of Lincoln Academy's philosophy is parental involvement in the school. Everyone has something to offer that will benefit their child's education, and a school is stronger when everyone contributes. Parent involvement sends a clear message to the children about the importance of their education. Parents are involved at Lincoln Academy in several areas. They are the framework of our Parent Teacher Organization (PTO), as well as the Board of Directors. Our PTO is an active part of everyday life at Lincoln. The PTO creates and manages fundraisers and community events like Veterans' Day and Grandparents' Day, coordinating hundreds of volunteers each year. Parents lead committees like Landscape and New Family Mentors, each striving to enhance Lincoln's community. Parents also volunteer in the school by assisting teachers in the classroom, serving as guest speakers for class units, and helping with various student organizations. Our parents have averaged 8,831 hours of service per year over the last five years.

A PTO committee that greatly serves our community is the Sunshine Committee. This committee works to ensure all staff and families in the Lincoln community are cared for in times of crisis or need. The committee collects and distributes benevolence which includes groceries, meals, holiday gifts, and date night childcare for families in need.

The PTO funds two \$500 scholarships each year for graduating seniors who attended Lincoln Academy. To support teachers and students, the PTO also funds classroom mini-grants like FOSS Science curriculum kits, books for 3rd grade reading groups, reading rugs, headphones for Chromebooks, and alternative seating options like wobble stools. Some recent larger purchases include document cameras for all teachers and two electronic marquees to enhance external communications. The PTO currently has raised over \$38,000 to make some improvements to our playgrounds.

Parent involvement as exemplified by our PTO assists Lincoln Academy in keeping operational costs under control and fosters a great community environment.

School Governance

The school is governed by a Board of Directors (Board) with members elected for up to two three-year terms each. By design, Board members have staggered terms so that every year approximately two Board seats are up for election. Six parents and a community member currently serve on the Board while the principal serves as an ex-officio (non-voting) member. The Board has a Finance Committee, a Governance Committee, a Facilities Committee, and a School Accountability Committee (SAC). A Board member chairs each committee and seeks representation by staff and parents of the community. The Board has recently instituted the



Diversity and Inclusion sub-committee, under the SAC committee, to make recommendations regarding race, religion, gender, socio-economics, family structure, and disability.

The Board meets monthly to discuss school operations and to hear reports from the principal, various staff members, students, Board members, and committee chairpersons. During these meetings, the Board examines operations, establishes new policies, and reviews and changes existing policies as needed. Requests, concerns, and informational items are welcomed from community members during the public comment portion of the meeting.

[Lincoln Academy By-Laws](#)

[Lincoln Academy Policies](#)

[Lincoln Academy Strategic Plan 2019-20](#)

Enrollment

Lincoln Academy has expanded over the past several years, and we are now at full capacity. We are proud to serve a wide range of students from diverse social and economic backgrounds. Remarkably, in the last five years, our waitlists have grown from 300 to 586 students. This year alone, we had 92 kindergarten students remaining on our waitlist after meeting capacity. We are included in the EnrollJeffco system and adhere to the district's enrollment methods, timelines, and procedures. Our enrollment preferences for waitlists are the following: 1) staff children 2) siblings of current students 3) Jeffco residents 4) non-Jeffco residents.

Demographic Statistics

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	# of students	% of total	# of students	% of total								
Total Number of Students*	621		654		689		725		739		757 (unofficial)	
IEP	57	9.2%	64	9.8%	64	9.3%	67	9.2%	64	8.7%	63	8.3%
ALP	50	8.1%	69	10.6%	61	8.9%	86	11.9%	76	10.3%	72	9.5%
ELL	42	6.8%	43	6.6%	39	5.7%	35	4.9%	30	4.1%	42	5.5%
504	1	0.2%	1	0.2%	1	0.1%	7	1.0%	13	1.8%	17	2.2%
Free and Reduced	138	21.0%	129	18.6%	148	20.1%	162	22.3%	152	20.6%	data unavailable	
Attendance Rate	96.4%		96.4%		95.8%		95.1%		95.4%		data unavailable	
Hispanic	114	18.4%	110	16.8%	118	17.1%	112	15.4%	121	16.4%	107	14.1%
Asian	28	4.5%	25	3.8%	17	2.5%	14	1.9%	13	1.8%	17	2.2%
Black or African American	8	1.3%	10	1.5%	8	1.2%	10	1.4%	8	1.1%	7	0.9%
Two or More Races	35	5.6%	38	5.8%	39	5.7%	42	5.8%	32	4.3%	34	4.5%
White	456	73.4%	471	72.0%	506	73.4%	546	75.3%	567	76.7%	591	78.1%

*Total # of students as reported on the October 1st count day of that school year.



Academic Progress & Growth

Over the past 21 years, Lincoln Academy has established itself as a high-performing Core Knowledge Charter School in the Arvada area. Families and staff members alike expect and appreciate a rigorous academic PreK-8 educational program.

School Performance Framework

Since our last charter renewal, Lincoln Academy has received Performance Plan ratings on the School Performance Framework (SPF). Over the course of five years, our school's overall performance rating ranged from 57.8% to 68.3%. Our Academic Achievement ratings ranged from 69.6% to most recently 74.6%, and our Academic Growth ratings ranged from 50% to 66.9%. Our final School Performance Frameworks from CDE are below:

[2019 School Performance Framework](#)

[2018 School Performance Framework](#)

[2017 School Performance Framework](#)

[2016 School Performance Framework](#)

Colorado Measures of Academic Success (CMAS) Data

During the 2014-2015 school year, the Colorado Department of Education transitioned the state standardized test to be the Colorado Measures of Academic Success (CMAS) for grades 3-11.

Since Lincoln Academy is a Core Knowledge school, first teachers consult the Core Knowledge scope and sequence followed by state standards. Due to the alignment of the Core Knowledge sequence, state standards may be taught at different grade levels or at different times of the year rather than in the recommended state order. However, we continue to provide students with rich learning opportunities. As a staff, we can ask how we can change the task to improve the performance without compromising the integrity of our Core Knowledge commitment.

Additionally, the Board of Directors and the school choose to rely more on Measures of Academic Performance (MAP) data as it gives more timely information on student individual growth and target data.



Academic Achievement

In the tables below, the average of each grade level assessment was taken for grades 3-5 and 6-8. This process was followed to obtain the district and state data to maintain consistency with results.

English/Language Arts Achievement

Elementary (Grades 3-5) - Percentage of Students Who Meet or Exceed Expectations

	2015-2016	2016-2017	2017-2018	2018-2019
Lincoln	49	37	46	48
District	47	49	51	52
State	41	43	44	46

English/Language Arts Achievement

Middle School (Grades 6-8) - Percentage of Students Who Meet or Exceed Expectations

	2015-2016	2016-2017	2017-2018	2018-2019
Lincoln	37	55	48	56
District	49	51	52	52
State	40	43	45	46

In most grade levels and years, Lincoln students are meeting or exceeding expectations at a higher percentage than the state and district averages. By the time our students are in 8th grade, they are significantly outperforming the state and district. We are proud to say that in 2019, 60% of our 8th graders met or exceeded ELA expectations while the district scored 51% and the state scored 47%.

Math Achievement

Elementary (Grades 3-5) - Percentage of Students Who Meet or Exceed Expectations

	2015-2016	2016-2017	2017-2018	2018-2019
Lincoln	30	28	34	38
District	42	42	42	41
State	35	36	36	37



Math Achievement

Middle School (Grades 6-8) - Percentage of Students Who Meet or Exceed Expectations

	2015-2016	2016-2017	2017-2018	2018-2019
Lincoln	38	40	33	36
District	30	34	38	39
State	26	26	29	33

By the time our students are in 5th grade, Lincoln students are meeting or exceeding expectations at a higher percentage than the state and district averages. By the time our students are in 8th grade, they are outperforming the state and district. In 2019, 40% of our 8th graders met or exceeded math expectations while the district scored 39%, and the state scored 33%.

Science Achievement

Grades 5 - Percentage of Students Who Meet or Exceed Expectations

	2015-2016	2016-2017	2017-2018	2018-2019
Lincoln	38	28	38	37
District	41	42	43	42
State	34	35	36	36

Science Achievement

Grades 8 - Percentage of Students Who Meet or Exceed Expectations

	2015-2016	2016-2017	2017-2018	2018-2019
Lincoln	57	50	49	47
District	39	40	40	38
State	30	30	31	32

Fifth grade Lincoln students are meeting or exceeding expectations in Science at a higher percentage than the state averages. However, our 8th grade students are meeting or exceeding expectations at a higher percentage than the state and district averages. In 2019, 47% of our 8th graders met or exceeded expectations in Science while the district scored 38% and the state scored 32%.



At times our elementary achievement scores are sometimes lower than we would like, however, the data suggests that by the time our students are in 8th grade, they are outperforming their state and district peers. Often our graduating students are placed in Advanced and Honors courses in high school, demonstrating the development of a strong educational foundation during their time at Lincoln.

Median Growth Percentiles

The Median Growth Percentiles are used to represent growth outcomes for schools. A Median Growth Percentile represents the midpoint of the individual growth percentiles obtained by students within a particular group. Higher Median Growth Percentiles indicate higher growth rates for the students in the designated groups. The goal for student groups should be in the 50th percentile or higher. Using the Colorado Department of Education School CMAS Growth Report, below are the growth outcomes for Lincoln Academy.

CMAS English Language Arts Growth

	2015-2016	2016-2017	2017-2018	2018-2019
4th Grade	36	40	52	48
5th Grade	45.5	32	37.5	41.5
6th Grade	12	54.5	48	76
7th Grade	39	65	41	48
8th Grade	67	56.5	61.5	52

CMAS Math Growth

	2015-2016	2016-2017	2017-2018	2018-2019
4th Grade	42	53	45	50
5th Grade	40.5	31	45.5	39
6th Grade	49	76	64.5	56
7th Grade	49.5	72	61	64
8th Grade	68	68.5	63	38



When looking at our CMAS growth data, there are several inconsistencies in our years of growth. However, looking at the data longitudinally, most grade levels have advanced in growth over the course of four years. Student growth continues to be an area of focus of our Unified Improvement Plan (UIP) team, continues to engage in root cause analysis discussions.



Measure of Academic Performance (MAP) Data

Another data point for student growth is the Measure of Academic Performance (MAP) assessment. We use MAP data three times a year -in the fall, winter, and spring-to monitor student growth. In Lincoln Academy's Strategic Plan, the Board of Directors sets an academic excellence goal around the MAP growth metrics. In years past, the Board set the goal for grade levels to reach the 50th student median conditional growth percentile. The data below demonstrates that more and more of our grade levels each year have been achieving this performance goal. This year the Board moved that target performance goal from the 50th percentile to the 54th percentile. Over the course of the following three years, the performance goal is set for grade levels to maintain a 55th-60th percentile growth.

MAP Math Student Median Conditional Growth Percentile from Fall to Spring

	2015-2016	2016-2017	2017-2018	2018-2019
2nd Grade	50	48	52	51
3rd Grade	54	40	69	63
4th Grade	54	60	71	55
5th Grade	65	45	38	70
6th Grade	49	58	65	64
7th Grade	74	78	69	74
8th Grade	87	78	72	67

MAP Reading Student Median Conditional Growth Percentile from Fall to Spring

	2015-2016	2016-2017	2017-2018	2018-2019
2nd Grade	56	33	50	48
3rd Grade	37	47	55	47
4th Grade	59	50	65	59
5th Grade	66	46	65	57
6th Grade	21	58	55	48
7th Grade	50	60	49	50
8th Grade	68	70	64	77



MAP Language Usage Student Median Conditional Growth Percentile from Fall to Spring

	2015-2016	2016-2017	2017-2018	2018-2019
2nd Grade	58	51	49	54
3rd Grade	53	56	62	51
4th Grade	43	51	74	62
5th Grade	60	48	47	56
6th Grade	19	49	54	54
7th Grade	46	63	47	48
8th Grade	55	63	53	67

MAP Science Student Median Conditional Growth Percentile from Fall to Spring

	2015-2016	2016-2017	2017-2018	2018-2019
5th Grade	data unavailable	59	56	80
8th Grade	80	64	72	61



2019 Unified Improvement Plan Goals & Focus

In our Unified Improvement Plan (UIP), we have identified two areas of improvement: 1) academic rigor and 2) differentiation through the use of the Multi-tiered System of Supports (MTSS). We believe that by improving these educational practices we will better meet the academic needs of all students.

We understand the information Core Knowledge provides is significant, but we also want to facilitate the utilization of the knowledge. Therefore, one focus of our UIP is to start asking students higher-order thinking questions about what they are learning. We want students to learn to evaluate, contemplate the data and evidence, and apply critical thinking and creativity to solve problems. Through the use of backward planning, teachers have focused on ensuring the assessments and lessons are incorporating strategic thinking questions. Students have to apply, analyze, evaluate, create, argue, defend, or extend their thinking. This year in our UIP, we are taking that thinking a step further and are looking at the tasks teachers are asking students to perform. Do the tasks/assignments also have cognitive engagement? Student outcomes should improve in both achievement and growth by increasing the capacity of teachers to instill and enhance critical and analytical thinking, reasoning, and modeling.

Moreover, we continue to focus on differentiation in the classroom and the MTSS process. This focus will ensure we are meeting the needs of all students, which includes those who have been identified with disabilities, English language learners, minorities, as well as students identified with advanced learning plans. We will improve the systematic use of the MTSS process school-wide by providing teachers time to reflect, collaborate, and plan for students needing Tier 2 and Tier 3 supports. During that time, teachers will also reflect on ways to differentiate for students who excel. Providing the time for teachers to be intentional about looking at formative and summative data on students and then concentrating on problem-solving about how to meet the needs of the students should again improve student outcomes in both achievement and growth.

Overall, based on the trend of inconsistent Academic Growth, our priority performance challenge identified in our UIP is to ensure students in all sub-groups will reach at least the 50th percentile growth on the English/Language Arts and Math CMAS test. If each of the improvement strategies are implemented school-wide, the belief is that students will continue to grow at a consistent rate year after year.

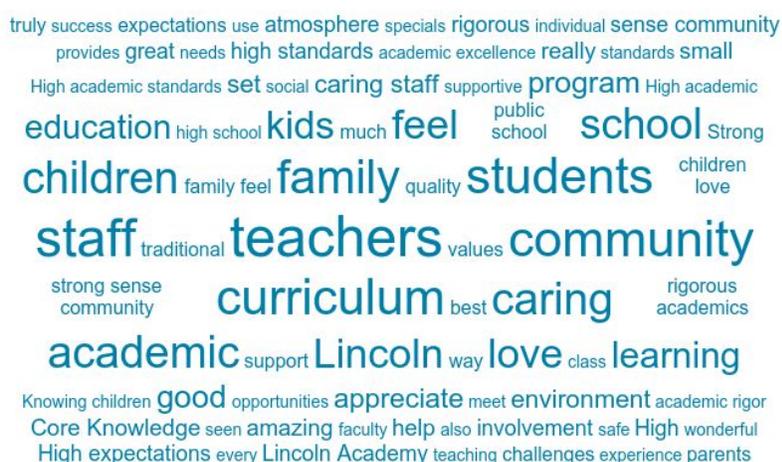


Surveys

Parent & Staff Surveys

Lincoln Academy thrives in a highly cooperative parent-school partnership that serves families and students as they learn and grow together. As an integral partner in a student's academic growth, parents are vitally important to the success of our students. With that in perspective, the School Accountability Committee (SAC) produces a yearly parent survey to gauge areas of strength and concerns. This survey contains a wide variety of questions specific to the different aspects of the school, its programs, and activities. This has helped inform school leadership and the Board of Directors, allowing them to stay current and relevant to trends that might arise.

In recent years, survey results showed that Lincoln's administration, teachers, and staff received many comments regarding their friendliness and genuine personal care for Lincoln students. These comments are a direct result of the positive culture fostered at Lincoln Academy. A new question was asked in the 2018 Parent Survey: "In your opinion, what sets Lincoln Academy apart from other school choices available to your family?" We believe the results speak for themselves:



Parent Survey results of "overall satisfaction" continue to remain high, with an average of 94.36% agreement in recent years. Similar percentages are shown for "positive academic experience" as well. In 2018, the SAC decided to change this wording to "highest academic potential" to set a significantly higher threshold to better reflect our mission statement.

A considerable strength of Lincoln Academy, as noted in these annual results, is the value of our Department of Student Success. Parents with children served by this department are continually praising their capabilities and hard work. The following response exemplifies family feedback for this department: "DSS has exceeded my expectations in every way imaginable. My



child would not be surviving school - nevermind thriving - without them. They are so invested in his success, and have been pivotal in getting him some of the support he needs outside school as well.” As a result of recent surveys, school leadership continues to develop opportunities to raise the bar for high achieving students as well. This feedback has led to the hiring of an additional ALP director this school year, and we are already observing improvement in our high achieving students’ performance.

As always, student safety is a priority at Lincoln Academy. We continue to receive praise in this category from parents, as indicated by the satisfaction results averaging 93.54% in recent years. Notable areas of improvement include the addition of the Raptor system for volunteer and visitor check-in. The Raptor system immediately checks criminal backgrounds and registered child sex offender’s list. In addition, we have also recently added the Watch Dads of Great Students program.

Although safety has always been a priority at Lincoln Academy, we continue to look for additional ways to improve safety for all students. From the SAC surveys, we learned that parents would like us to continue to improve the parking lot and traffic safety as well as student supervision after dismissal. As a result, we have implemented plans to improve both of these areas of concern. We are pleased with the results of our parent surveys as they continue to indicate overall high satisfaction levels. Our leadership team will continue to monitor and address any areas of concern.

Lincoln Academy also conducts staff surveys. Recently, staff provided significant positive feedback surrounding the culture of our school particularly pertaining to the community “feel,” the family support, and the character development of our students. Even though Lincoln Academy isn’t a “neighborhood” school, we are honored to build such an inclusive and welcoming environment.



District Surveys

In the 2016-17 school year, Jeffco initiated a process whereby district staff could provide annual feedback to charter schools for the areas in which they specialize.

Finance:	2016/17 2017/18	No Concerns No Concerns
Special Education:	2016/17 2017/18	No Concerns No Concerns
Risk Management:	2016/17 2017/18	Some Concerns Some Concerns
Student Discipline:	2016/17 2017/18	No Concerns No Concerns
Human Resources:	2016/17 2017/18	No Results Provided Some Concerns
Safety & Security:	2016/17 2017/18	Some Concerns Some Concerns

Special Education: Similar to our Parent Surveys, both years of district surveys called out strength in our Special Education Department. We found our district provided comments to be worth sharing here: *“Well staffed [and] collaborative SpEd team. Supported well by Gen Ed. This site is collaborative and have amazing systems in place to support all learners. The SPED team goes above and beyond to support all learners.”*

Risk Management: We realize our facility is difficult to insure due to the campus layout of multiple buildings. Therefore, Lincoln Academy has obtained property and casualty insurance outside of the district that will cover the multiple buildings and residences located on our property. We continue to work with the district and with our insurance risk assessors to minimize potential hazards. Student, family, and community safety is always at the forefront of our minds, as evidenced in the continual improvement projects selected by Lincoln Academy leadership.

Human Resources: Surveys for Human Resources were not available in 2016/17. The concern expressed in 2017/18 seems to be related to a difference in processes and expectations between district-based practices and those required of charter schools by the Colorado Department of Education. More specifically, there was a report of the number of Lincoln staff not considered “Highly Qualified” by the district of seven teachers. Under ESSA, teachers must have a Bachelor’s degree and are reported as “In Field” only if they have 36 credits in their content area. However, this is only a reporting criteria and not a measure that would disqualify a



charter school teacher from providing classroom instruction. Lincoln Academy seeks to employ licensed teachers and requires any teacher without a license to get one within three years of hiring into the school. This requirement shows our desire to have “highly qualified” teachers in every classroom. It is unclear whether there is a disconnect with LA’s reporting processes or with the district tracking process for charter schools. In the coming months, LA will work with the district to correct any reporting errors that may have occurred. Most importantly, Lincoln Academy had “highly qualified” teachers in all classrooms in the 2017/18 school year.

Safety & Security: Jeffco Safety & Security noted they did not have access to Lincoln’s buildings. We would absolutely prefer that the district have access to our buildings. Lincoln Academy and the district have not been able to figure out how to provide key access to multiple district officers and multiple police jurisdictions but will continue to seek a solution.

[Jeffco Annual Charter Surveys](#)



Safety & Security

The safety of our students, staff, and all visitors to Lincoln Academy is of the utmost importance at all times. Lincoln's leadership participates in all District Safety and Security Trainings and maintains a positive working relationship with this department at the District. Lincoln follows the Standard Response Protocol (SRP), and all staff members are trained annually on how to respond in each scenario. Each year we conduct a lockdown drill in conjunction with the Jeffco Safety and Security Department and local law enforcement. Every other spring our school alternates between conducting a shelter in place drill and an evacuation drill. Monthly fire drills are conducted and tracked as required by statute. We have built a positive working relationship with the School Resource Officer (SRO). Annually, we complete the District's Emergency Safety Checklist. Lincoln ensures that members of our School Emergency Response Team have the required FEMA emergency training.

In addition to adhering to the district required protocols, Lincoln Academy continues to improve its safety procedures. In 2017, we installed the Raptor system for volunteer and visitor check-in. In 2018, we added the Watch D.O.G.S program, where fathers, grandfathers, step-fathers, uncles, and other father figures volunteer to serve at least one day a year in a variety of school activities as assigned by the school. The presence of these men provide an extra watchful eye around our campus.

Most recently, we have updated our fire alarm system in our two older buildings. With this new fire alarm upgrade, all of our buildings are now protected by life-saving fire sprinkler systems. This new system has voice evacuation and meets all the latest fire department regulations. With 5B funds the District is sharing with their Charters, we continue to enhance security in and around our building. In addition, with the 5B funds, we have plans to, 1) add and upgrade security cameras 2) improve outdoor lighting between and around our buildings 3) replace windows 4) install a PA system to improve emergency event communication.

Lincoln recognizes that an important part of student safety and security is in the working relationships we have with our District and County partners. Lincoln Academy has developed strong partnerships with the District's Judicial Advocates, Juvenile Assessment Center, Jefferson Center for Mental Health, as well as the District's McKinney Vento Team & Student Support Services. With Lincoln Academy's Mental Health Team and these District resources, we are able to provide students and their families the support they need in times of crisis.

PBIS & Anti-Bullying

The PBIS system is designed to encourage good behavior, focusing on prevention rather than punishment. This system teaches students to show their LA PRIDE. LA PRIDE stands for Leadership, Acts of Kindness, Prepared, Respect, Integrity, Determined, and Excellence. These



positive character attributes are taught by the classroom teachers, the Dean of Students, and the Social Worker. If a student demonstrates one or more of these attributes anywhere in the school, they can receive a Pride Paw. The Pride Paw is divided into two parts. One part goes home with the student so that parents can see their child's progress. The other portion of the Pride Paw can be used at the School Store on Fridays to buy various rewards. The School Store has many items ranging from pencils and pens to sports balls, coloring books, and even a lunch with their favorite staff member in the building. Each item in the store has a different value. Students may have to work harder for a specific reward and save up their Pride Paws for multiple weeks to "purchase" what they want.

Our new Dean of Students is currently conducting a student perception survey to review the status of any bullying or perceived bullying that takes place at school. He is collecting this data to ensure our bully prevention policies and procedures are serving the school well and to identify any areas needing improvement. Expectations of positive student behavior - specifically anti-bully policies - are called out in our [Family/Student Handbook](#) as well as the [Jeffco Code of Conduct](#) and [Jefferson County School District Policy JBC](#).



Budgeting and Finances

Lincoln Academy has a history of strong conservative fiscal management with a focus on a healthy Carry Forward Balance. The Lincoln Academy Board of Directors finds it important to keep sound budgeting and fiscal responsibility as priorities of our school's Strategic Plan. We have worked diligently towards financially rewarding one of our most valuable resources, our teachers and staff. Additionally, we have worked on maintaining our capital assets by continually improving the maintenance, safety, and security of our buildings.

The Board of Directors' Finance Committee is currently comprised of the board treasurer, an additional board member, the school finance manager, the principal, the operational manager, and two staff members. This committee meets monthly to review the budget and spending trends and subsequently makes any budgetary recommendations to the Board of Directors. Moreover, with the input of staff, the Finance Committee and the Facilities Committee work together to create a Budget Priority List. This list is divided into three categories: safety, capital, and operations. This document and the Facilities Master Plan are continually revisited and are the planning sources for any major Lincoln expenditures.

Over the last five years, thanks to careful planning and additional PPR and mill levy override funds, we have been able to steadily increase staff salaries. We have also been able to take out a short term loan of \$1.6M to support student population growth by adding a third building containing eight classrooms and two offices. To reduce interest expenses, we have chosen to pay off this loan in advance of its amortization schedule and will complete payments one year early, in December 2020. Eliminating this debt frees up important operational funds to support student-centric initiatives. Additionally, we have been able to implement significant safety improvements, such as upgrading the fire alarm systems in our main building.

As we look to the future, some great positives will impact our financial projections. Thanks to the Jeffco 5B funds shared with charter schools, we will be able to make substantial improvements to our facilities. In the next few years, we plan to complete a major renovation of our HVAC systems, including widespread window replacements for increased efficiencies. We will improve student and staff safety on our campus by modifying our dismissal drive-through lanes and sidewalks. We also plan to replace our gym bleachers to better ensure safety. Lastly, Lincoln will replace a large percentage of older flooring throughout our campus.

Furthermore, thanks to Jeffco 5A mill levy override funds, we were also able to provide a substantial salary increase to all staff of approximately 9%. This salary increase improves our ability to attract and retain quality teachers and staff in the future. As projected in our 5-year budget, salaries will continue to grow to 56% of our total expenses. Looking to maximize the impact of 5A funds, we have chosen to bolster our Mental Health Team by adding a part-time counselor. Additionally, we hired a second ALP director. We will continue to expand our IT infrastructure by providing more student devices, and we have chosen to expand our



Career/Technical Education by implementing a new STEM curriculum in grades 5th - 8th that strongly complements our Core Knowledge base.

We will continue to strive to maintain a solid Carry Forward along with healthy enrollment numbers to ensure a stable financial future. Lincoln Academy leadership will continue to apply standards of sound budgeting over the next five years enabling us to work towards bringing some of our longer term plans to fruition. Some of those plans include the replacement of our current PreK-1st grade building, increasing playground and gym space, adding additional security cameras and a PA system, as well as the replacement of large amounts of asphalt across the campus.

[Lincoln Academy 5-year Projected Budget](#)



Strengths, Achievements & Awards

- Academic Rigor and Performance
 - Core Knowledge scope and sequence
 - Phonemic approach to reading
 - Students are well prepared for high school
 - STEM & Technology as core classes
 - 3D printers for student design and use
 - Three computer labs and two STEM lab classrooms
 - Over 600 Chromebooks for student use
 - Use of Saxon math curriculum
 - Growing excitement amongst our PreK-8 readers by being involved in the Bandimere Race to Read program
 - Participation in external Spelling Bee, Geo Bee, & MathCounts competitions
 - Schoolwide summer reading challenge
 - Instruction of cursive writing
 - Multiple elective options

- Department of Student Success
 - Academic support and interventions
 - SPED directors
 - Literacy paraprofessionals
 - Speech and language pathologist
 - Mental health providers (a psychologist, social worker, and counselor)
 - Occupational therapist
 - Advanced learning support with two directors
 - English as a Second Language tutor

- Character Development and Strength of Community
 - Patriotism
 - Weekly flag ceremony including pledge, patriotic songs, words of wisdom
 - Veterans' Day Ceremony
 - Positive Behavioral Interventions and Supports (PBIS)
 - Student LA PRIDE Paws
 - Staff LA PRIDE Paws
 - Grandparents' Day with over 600 visitors annually
 - High parental involvement
 - PTO fundraising and community building
 - Foundation to build relationships with local businesses
 - Annual high school senior Dr. Carlton Scholarship Recipients



- Staff Awards and Recognitions (in years 2015-2019)
 - My Teacher, My Hero Award Recipient
 - Wings Over the Rockies Teacher Program Participant
 - National Oceanic & Atmospheric Administration (NOAA) invitation to Cape Canaveral for the GOES Satellite launch
 - Yearbook Recognized as National Yearbook Program of Excellence
 - Annual Jeffco Values Award winners
 - Recipients of the Jared Polis Foundation Grant and the Westerra Grant
 - Jefferson County Art Show Award Recipients
 - International Society for Technology & Education (ISTE) Presenter
 - STEmpath program participant thru mindSpark Learning
 - School Psychologist is a member of the State's Emergency Response Team
 - 32 out of 45 teachers (71%) have their master's degree or higher
 - The average tenure of our teachers is 7.2 years
 - 26 out of 45 teachers have been at Lincoln for five years or longer
 - 14 out of 45 teachers have been at Lincoln ten years or longer
 - An administrative team with a combined total of 29 years experience in administration with our current principal having 21 years at Lincoln

- Other areas of strengths
 - Conservative financial practices and oversight
 - A longstanding successful charter school in Colorado since 1997
 - A warm and welcoming school environment
 - A learning environment which encourages grit & perseverance
 - Active participants in Love & Logic training

- Strong and supportive working relationships with:
 - Jeffco leadership and departmental staff
 - Arvada Mayor, City Council and Fire Department
 - CDE - School of Choice Unit
 - Colorado League of Charter Schools
 - Core Knowledge Foundation
 - National Renewable Energy Laboratory
 - Colorado School of Mines

We are very proud of the educational environment that we have established at Lincoln Academy over the last 20 years. We are an effective Core Knowledge school providing academic excellence to all students who enter our doors. As shown by our robust waitlists, we are a highly sought-after school of choice in the area. We bring a strong financial history and willingness to partner with the district. Thank you for continuing to allow us to offer an educational choice to Jeffco families.



Appendix A: Automatic & Non-Automatic State Waivers

Lincoln Academy is only requesting state waivers from policies that are commonly offered to charter schools. When possible, LA is using the common replacement plans in order to ensure continuity with state-based practices and expectations.

[Lincoln Academy State Waiver Requests & Replacement Plans](#)

Appendix B: District Waivers

Lincoln Academy is only requesting waivers from district policies that are commonly offered to charter schools. There are no new waiver requests or replacement plans that would fall outside of what is traditionally offered to Jeffco Charter Schools.

[Lincoln Academy District Waiver Requests & Replacement Plans](#)

Appendix C: Enrollment Preferences, Methods, Timelines & Procedures

Lincoln Academy enrollment details are addressed on page 15 of this Application.

Appendix D: Anti-bullying Policy

The Lincoln Academy Anti-bullying Policy is addressed on page 28 of this Application.

Appendix E: Safety Plan

Lincoln Academy's Safety Plan is accessible by certified employees on the district [website](#).