



# LINCOLN-KING ACADEMY

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## A Cornerstone School

01/30/2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for the Lincoln-King Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Mr. Price at LKA for assistance.

The AER is available for you to review electronically by visiting the following web site

**LKA School:** <http://bit.ly/2uKv8Jz> or you may review a copy in the main office at your child's school.

For the 2018-19 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A

Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

**Our school was identified as a "HAS NOT BEEN GIVEN ONE OF THESE LABELS".**

Lincoln-King Academy continuous school improvement plan focuses on strategies to improve academic performance as identified by the ongoing review of data. However, internally, Lincoln-King Academy has identified key challenges for the school as Informational Text in the area of English Language Arts and Measurement in the area of Mathematics. The key initiatives being taken at Lincoln-King Academy to accelerate student achievement in these areas and close persistent gaps in achievement are to provide additional instruction on Informational Text concepts, such as main ideas and details and citing evidence in text, and Measurement concepts, such as elapsed time and geometry.

Our goals are tied to both core and organizational areas assessed on the State assessments and other local standardized tests. All staff work in vertical and horizontal content/grade level teams on the school plans. The building leadership team then used content/grade level plans to design a building-wide plan.

The plan included strategies and activities to improve deficit areas in math, expository text structures and student writing skills across content areas. We continue our staff development focus within Professional Learning Communities, which directly affects student achievement as a building. The primary work of our PLCs is to disaggregate data within the district and tailored strategies and activities to specific classroom and grade level practices. In addition, grade level interventions for at-risk students are continually designed to meet all of the students' specific needs through our MTSS program. Teachers also participated in collaborative studies focused on targeted instruction or collaboration projects across the district to improve instruction through use of our content leaders. These initiatives were connected to the goals of the school improvement plan.

1. **Process of Assigning Pupils:** Lincoln-King Academy is a state-funded, public school academy. Therefore, there is no cost to attend the Academy. The school is open to any child wishing to attend. Students must be age-appropriate for their respective grade, and they must reside in the state of Michigan. By law, the school cannot restrict enrollment based on selection criteria. The school can, however, limit the total number of students who may attend the school. If the number of applications exceeds the number of offered seats, a random selection process will determine who attends the school.
2. **Status of School Improvement Plan:** Over the past two years we are proud of the many successes that we have had at Lincoln-King Academy. Our student population continued to grow and expand through the open enrollment/lottery procedure. Our School Improvement Plan (SIP) has been accepted by the State of Michigan as a good model for improvement. Via our data-driven SIP we will address our challenges in student achievement/gaps and overall customer satisfaction.
3. **Description of our school:** Our school is "Charting a Better Course for Detroit's Youth" through excellence in education for K – 8th grade and preparing them for the next steps in their educational journey. Our program is designed to develop the whole child. We see our students as customers who are entitled to the best in education. We facilitate student success through a standards-based curriculum, rigorous academics, and diverse after-school activities that are designed around students in a safe and nurturing environment. We engage students with blended learning, combining classroom study with the latest educational technology and utilizing digital learning tools such as Compass Learning. Our students advance at their own speed and own their learning process through self-directed lessons.
4. **Curriculum:** Lincoln-King Academy's rigorous instructional program is aligned with Michigan's Common Core State Standards and is established for K-12 in English Language Arts and Literacy in History, Social Studies, and Mathematics. The curriculum can be accessed via internet at <http://www.cornerstoneschools.org/resources/> Lincoln-King Academy uses the Curriculum Trak as a tool for its entire curriculum mapping & aligning and a copy of curriculum is available in the main office.

5. **NWEA- MAP and i-Ready Scores:** One-hundred percent of our instructional staff are highly qualified and certified in their area of specialty. Our student's NWEA MAP Scores are as follows: In **2016-17**, students at Lincoln-King Academy, who tested in both the fall and spring testing terms on the Northwest Evaluation Association (NWEA) assessment, grew an average of **41%** based on projected growth targets according to NWEA 2016 Normative data.

In **2017-18**, students at Lincoln-King Academy, who tested in both the fall and spring testing terms on the Northwest Evaluation Association (NWEA) assessment, grew an average of **71%** based on projected growth targets according to NWEA 2017 Normative data.

In **2018-19**, students at Lincoln-King Academy, who tested in both the fall and spring testing terms on the i-Ready diagnostic assessment, grew an average of 55% in Reading and 63% in Maths based on projected growth targets.

6. **Parent-Teacher Conferences:** We have an active and engaged Parent Teacher Organization and a very good turnout for the Parent-Teacher Conferences.

| Parent Teacher Conference Attendance |                     |         |
|--------------------------------------|---------------------|---------|
|                                      | Percentage attended |         |
| Conference                           | 2017-18             | 2018-19 |
| Fall                                 | 93                  | 90      |
| Winter                               | 91                  | 89      |
| Average                              | 92                  | 90      |

Lincoln-King Academy District continues to be an excellent educational experience for students in Kindergarten through Eighth Grade. Our goal is to develop confident, compassionate, intellectually curious young people who are well prepared to excel throughout their high school years to live a fulfilling life. Through a menu of challenging academics, Lincoln-King Academy provides opportunities for students to grow and stretch in new directions. We have a strong parent community who are involved with multiple aspects of our school. Our dedicated staff is well trained and committed to professional learning and best practices. Together staff, parents and external partners support the school journey of growth. Our staff is committed to developing the whole child by building character and ensuring the progression of intellectual, social, emotional and physical growth.

Excitement and enthusiasm are two words that describe our school students. Kindergarten through middle school is a unique time in children's lives when they carefully explore their purpose in life, new activities, interests and ideas. The planned curriculum, with emphasis on career and college skills, is designed to prepare students for the expectations of tomorrow.

We look forward to another rewarding and successful school year!

Sincerely,

*P. Price*

Mr. Phillip Price, Principal (6-12)

*M. Aferi*

Ms. Mallory Aferi, Principal (K-5)