

LINCOLN *Academy*



Head of School Report
June 11th, 2024

LINCOLN ACADEMY MISSION AND VISION

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.

Our **Vision** is to prepare all students for their future endeavors by providing a comprehensive Core Knowledge Education.

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MAP DATA

Strategic Plan Goal: Median Growth Percentiles for Reading (ELA) and Math for all grade groups will exceed the 60th Percentile.

Definitions:

Growth Percentile: A percentile ranking based on MAP Growth Norms for observed growth between two testing terms.

Median Percentile: The middle percentile value when a group of percentiles are ordered from lowest to highest.

Reading Results

Reading Outcome: All but two grade levels (5th and 8th) met this objective with the schools' Median Growth Percentile being 63.

2021-24 Reading MAP Data - Median Growth Percentile (Fall to Spring)									
Reading	1st	2nd	3rd	4th	5th	6th	7th	8th	Average
Spring 2021	-	47	39	50	42	42	59	52	47.3
Spring 2022	-	59	50	51	45	61	62	70	56.9
Spring 2023	71	72	75	48	53	60	58	53	61.3
Spring 2024	71	61	72	70	45	64	63	44	61.3

Interpretation:

ELA instruction is strong and is continuing at high levels. While not our end goal, we are very proud of this work and what the entire staff have accomplished to achieve this goal. When we compare ourselves to our surrounding schools, we outpaced both the District average (51.8) and our neighboring charter schools.

Next Steps:

- We will continue to build on this work. Great things are happening, but this isn't where it ends.

- The two grade levels that underperformed our goal are both receiving increased support from our administration and our Instructional Coaching staff. Both the 5th and 8th grade ELA teachers are going to be new to Lincoln and will be receiving intensive support to improve student outcomes.
- An increased emphasis will be placed on how teams work together to plan instruction and then apply the identified next steps after data reflection

Math Results

Math Outcome: Only two grade levels met this objective (3rd and 7th) with the school's Median Growth Percentile being 55.

Math	1st	2nd	3rd	4th	5th	6th	7th	8th	Average
Spring 2021	-	65	49	70	46	61	66	47	57.7
Spring 2022	-	45	87	56	60	80	76	65	67.0
Spring 2023	-	61	90	43	56	67	59	52	61.1
Spring 2024	-	49	77	34	56	55	62	54	55.3

Interpretation:

In Math, we are seeing an implementation dip. There is a new curriculum and we knew that there would be initial impacts seen. Our interventions did significantly improve things (our Fall to Winter Median Growth Percentile was 42, and our Winter to Spring Median Growth Percentile was 63). The ways that we are supporting teachers and students are improving test scores and we strongly believe that a full year of this work will turn things around. Teachers now know the curriculum better and have seen the big picture work that they are accomplishing, and now they get to put it into practice. Even with this less than desired outcome, our overall scores were still higher than the district, and only one nearby charter school had higher MAP scores (JA - 59.1).

Next Steps:

- The targeted math instruction support that was put in place this year will continue. Administrators and Instructional Coaches will continue to work closely to ensure that teachers are receiving the feedback and support necessary to improve student outcomes

- New staff are required to participate in the training that all staff engaged in last year
- A Parent Math night will be held on September 26th where families will get to engage with the math curriculum, see what lessons would look like, and better understand the resources available
- An increased emphasis will be placed on how teams work together to plan instruction and then apply the identified next steps after data reflection

Thoughts for Next Year:

At Lincoln, MAP has historically been given three times a year, August, December, and May. This is what is called the Fall, Winter, and Spring assessment windows. This is what gives us the three points of data that we then use to determine growth.

One alternative would be to only test in the Winter and Spring assessment windows. This would enable us to start the year off strong with emphasizing routines, procedures and learning as opposed to starting with multiple days of testing. It would be a remarkably different start to the year and we believe could set the school up for success in being able to focus on student instruction right away.

This would require a change in how the Strategic Plan is worded, and so this would be something that the Board needs to weigh in on. This would also mean less student data collection and that teachers at the beginning of the year would be looking back to Spring data to determine small groups and necessary interventions. This could also impact our DSS team, both in the ALP and IEP side of things because that would also be one less data point for them to use to identify for or graduate students from plans. The district mainly uses Fall to Spring numbers to determine growth numbers and so there would be some reports that we would not then be able to participate in. This would not impact our School Performance Framework as that rests entirely on CMAS data.

This is something that I would like to explore with the leadership team. There are pros and cons to each side of this. Would this be something that the Board would be willing to consider?

ENROLLMENT UPDATE/STUDENT RETENTION

General Enrollment

Our incredible front office team continues to be hard at work ensuring that we meet our enrollment goals for the 2024-2025 school year. They have been working closely with our school team, scheduling school tours, talking to families, and keeping on top of this monumental task. As of June 5th, here are the enrollment numbers for 2024-2025. In comparison, the overall enrollment is very similar to this time last year and there are still outstanding offers and a waitlist.

Enrollment for 2024-2025					
	Budgeted Number	Number Enrolled for 24-25	Outstanding Offers	Siblings Waiting	Number Waiting as of 6-5
K	88	85	1	0	0
1	88	92	0	1	18
2	84	87	0	4	11
3	84	86	1	0	6
4	84	88	0	2	13
5	84	89	0	1	14
6	84	89	0	0	1
7	84	79	0	0	8
8	84	77	0	0	12
Total	764	772			83

PreK Update

The office team has been working closely with Mrs. Robinson and our PreK team to also manage PreK enrollment. We are completely filled in PreK with very healthy waitlists.

PreK Enrollment for 24-25			
	Number Enrolled for 24-25	Fill to	Number Waiting
AM	24	24	45
PM	24	24	4
Full	16	16	35
Total	64	64	84

Student Retention

The office team has continued to track the numbers and reasons behind families stepping away from Lincoln and those are presented below. These numbers are as of June 5th. We have also sent out an exit survey to all families who are not returning and currently (as of June 5th) have nine responses. The survey asked the families two questions: “Please describe why you are not returning to Lincoln Academy next year.” and “How can Lincoln Academy be a better partner with parents?”.

Some initial themes from the responses are as follows (listed in order of how many times it was mentioned): Other Student’s Behavior, Frustration with Teachers, lack of Foreign Language/other Electives offerings, and Frustration with Administration. Teachers leaving Lincoln and Curricular Change were also mentioned. This survey is still open to families and we can continue to update the board as is appropriate.

Grade Level	Number of Students Moving on	Reasons for Leaving
Kindergarten	3	Out of State (1) Out of District (1) Other Jeffco School (1)
First	4	Out of State (1) Out of District (2) Other Jeffco School (1)
Second	3	Other Jeffco School (3)
Third	3	Out of State (2) Other Jeffco School (1)
Fourth	2	Other Jeffco School (2)
Fifth	4	Out of State (1) Out of District (1) Other Jeffco School (2)
Sixth	10	Out of District (2) Other Jeffco School (8)
Seventh	6	Out of State (2) Other Jeffco School (4)
Eighth	1	Out of State (1)
Totals		
All Grades	36	Out of State (8) Out of District (6) Other Jeffco School (22)

Looking at historical data can be helpful in these situations simply to be able to provide some context for this work.

Year	Number of Students Not Returning to Lincoln
2019-2020	30
2020-2021	66
2021-2022	65
2022-2023	44
2023-2024	41
2024-2025	36

Next Steps:

- Continue to emphasize and encourage the great culture building activities that have already been put into place like PTO, Parent Academy, Community Nights, Coffee with the Principal, Grade level Concerts and the like
- Build on the work that we have done to better support those students who are demonstrating Tier 2 Behavioral concerns by putting plans in place, partnering with families, and ensuring clear and consistent expectations for all students
- Continue to explore both other Electives and Clubs opportunities for our students. We hear that parents want more options and we are exploring how we can expand our offerings
- Leverage our incredible community by consistently connecting with families when problems arise

STUDENT SPECIAL SERVICES UPDATE

We have included below this past year's report on the number of students who received special services as well as the demographics report for Lincoln Academy. For clarity, I have also included a key for the educational terms used.

ALP - Advanced Learning Plan

IEP - Individualized Education Plan (Special Education)

504 - Medical diagnosis that requires school accommodations

ELL - English Language Learners (also called CLD - Culturally and Linguistically Diverse)

	Total Count	Percentage
Attendance Rate		
ALP	86	10.53%
IEP (Dec. Count)	52	6.36%
504	28	3.43%
ELL	41	5.02%
Free and Reduced	252	32.64%
Total Number of Students K-8	772	
Total Number of Students PK-8	817	
Demographics Information		
Hispanic	112	13.70%
Native American	10	1.22%
Asian	42	5.14%
Black or African American	27	3.30%
Native Hawaiian or Pacific Islander	3	0.37%
White	784	95.96%
Two or More Races	39	4.77%

STAFFING 2024-2025

We are very excited about the team that we have gathered for the 2024-2025 school year. Hiring was a significant task, but the team, including the instructional coaches, front office staff, and administration worked diligently to find the right people and get them hired. As you can see, we have very few open positions for the upcoming school year and we are confident that we can start the 2024 school year in a great place.

Staff Moving to a Different Position	New Staff Members	Positions Open
Kati Gerson, Business Manager	Madelynn Buckelew, 7th Grade ELA Teacher	Educational Assistants (PT)
Brenda Guenther, PreK Assistant Teacher	Jen DeArment, 4th-8th DSS Teacher	
Erin Hecox, School Secretary	Easton De Jong, 8th Grade ELA	
Amy Jenkins, 1st Grade	Heather Frick, Assistant Principal	
Asami Nash, Full Time Math	Ellie Gothard, In-House Substitute Teacher	
Heidi Rienstra, 8th Grade Science	Krystal Jones, Social Emotional Learning Leader (SEL)	
Alysha Sidlar, Leopard Care Director	Jane Lawlor, 6th Grade Science	
	Lexi Lombardi, Culturally and Linguistically Diverse Educator	
	Mark Maulis, 5th Grade ELA Teacher	
	Jenna McMains, Music/Theater Teacher	
	Evie Wilson, Kindergarten	
	Grace White, 2nd Grade	

The front office developed a “Welcome to Lincoln” document with pictures and bio’s for each new staff and was shared with families on Thursday, June 6th. Please join us in welcoming these new Leopards to the Leap!

POSITION UPDATES

With the renewed approach to accomplishing our mission and vision and the number of new staff, the administrative team took an in depth look at the people that we have in place and then how they are utilized. The team here is incredible, but incredible results happen when incredible people are in the right place and are clear with their expected goals. This is the work that we started as the school year was winding down.

With the loss of two special education teachers, the team worked with the special education department and our support at the district to determine the appropriate staffing levels for a school with our special education caseload. The Jeffco special education staffing plan identified the following ratios of staff to students on an IEP as appropriate: K-5th Grade - 20:1, 6th-8th Grade - 25:1. With this, we made the decision to have Mrs. Coyle support K-3rd grade IEP's with her also supporting several 4th graders additionally, and then Mrs. DeArment would support 4th-8th grade students on IEP's. We will have at least four special education educational assistants available as well, with options to move other educational assistants as is needed. This plan puts us well within the expectations for Special Education support and we believe, is the right support for our students at Lincoln Academy.

Our Mental Health team roles have also shifted in light of our changing student needs and new staff and are reflected below.

School Guidance Counselor	School Social Worker	Social Emotional Learning Leader (SEL)
Meet Caseload Expectations	Meet Caseload Expectations	Meet Caseload Expectations
504 Case Management	IEP Case Management	Tier 2 Behavioral Support Case Management
Lead High School and Workforce Preparation Work	Special Education Testing	Push-in Work with SEL in classrooms
Support Administration with Truancy Concerns	Behavior Intervention Plan Management for IEP Students	Coach Teachers in their SEL work in classrooms
Behavior Intervention Plan Management for 504 Students	Lead Small Group Work	Support MTSS work with Staff
Lead Small Group Work		Lead SSIS data collection with staff
		Lead Small Group Work

Finally, we also took an in-depth look at how we are using our administrators and what their functions should be to best support the school. This work is reflected below.

Principal	Assistant Principal (Jen)	Assistant Principal (Heather)
<ul style="list-style-type: none"> • Big Picture Work <ul style="list-style-type: none"> ○ Accomplish Board Objectives ○ UIP ○ Charter Renewal ○ PD Planning 	<ul style="list-style-type: none"> • Evaluation and Supervision <ul style="list-style-type: none"> ○ Third Teachers (3) ○ Fourth Teachers (3) ○ Fifth Teachers (4) ○ Sixth Teachers (4) ○ Music, Tech, & Library (5) 	<ul style="list-style-type: none"> • Evaluation and Supervision <ul style="list-style-type: none"> ○ Kindergarten Teachers (4) ○ First Teachers (4) ○ Second Teachers (3) ○ DSS Specialists (3) ○ Mental Health Staff (3) ○ Art, PE (4)
<ul style="list-style-type: none"> • Evaluation and Supervision <ul style="list-style-type: none"> ○ Assistant Principals (2) ○ Instructional Coaches (2) ○ Seventh Teachers (4) ○ Eighth Teachers (4) ○ PreK Teachers (2) 	<ul style="list-style-type: none"> • Supervise Athletic Director(s) 	<ul style="list-style-type: none"> • Supervision <ul style="list-style-type: none"> ○ OT, PT, Speech (2) ○ CLD (1)
<ul style="list-style-type: none"> • Supervision <ul style="list-style-type: none"> ○ Principal Secretary 	<ul style="list-style-type: none"> • Student Office Referrals <ul style="list-style-type: none"> ○ Third-Sixth, Eighth 	<ul style="list-style-type: none"> • Student Office Referrals <ul style="list-style-type: none"> ○ Kindergarten-Second, Seventh
School Calendar/Schedule Oversight	<ul style="list-style-type: none"> • Attendance Concerns <ul style="list-style-type: none"> ○ Third-Sixth, Eighth 	<ul style="list-style-type: none"> • Attendance Concerns <ul style="list-style-type: none"> ○ Kindergarten-Second, Seventh
Event Organization	Assessments	Scheduling
Board Of Directors Meetings	Volunteers (Parent and Otherwise)	School Accountability Committee
ILT Oversight (Working with IC's)	Family Engagement Liaison	Homeroom Time Oversight
PreK Programming	Outdoor Lab	MTSS Oversight
Community Communication	LET Oversight (Shared with other AP)	LET Oversight (Shared with other AP)
Grievance Policy followthrough	EA Supervision of the Grade levels you supervise	EA Supervision of the Grade levels you supervise
Admin Meeting Oversight	Clubs Oversight (Shared with other AP)	Clubs Oversight (Shared with other AP)
EA Supervision of the Grade levels you supervise		

STAFF VALUES AWARDS

At the end of every year, the office team comes together and votes on which staff demonstrated a consistent commitment to the Lincoln Academy Core Values through their words and actions throughout the year. This year we proudly awarded the following staff for their commitment to Excellence, Kindness, and Hard Work. These staff members will have their names added to the plaque that is in the front office and will be celebrated all year.

Teacher of the Year

Kayli Cooper
Third Grade Teacher

Staff Member of the Year

Matt Trowbridge
School Guidance Counselor

Excellence

Amber Wood
School Nurse

Kindness

Rose Hasz
Fifth/Sixth Social Studies Teacher

Hard Work

Leigh-Anne Turano
Seventh/Eighth Educational Assistant