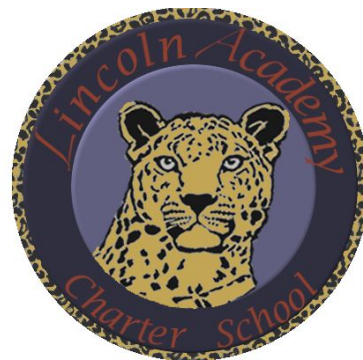


Lincoln Academy

Principal's Report to the Board

October 2020

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



Update on Enrollment 2020-2021

Grade	Projected Enrollment	Currently Enrolled for 2020-21	Number in remote cohort	Number on Waitlist	Number of openings
K Full Day	66	66	10	79	0
K AM	17	12	2	0	5
1	88	84	20	28	4
2	84	81	9	18	3
3	84	79	18	19	5
4	84	83	25	17	1
5	84	82	22	22	2
6	84	85	13	52	-1
7	80	79	18	17	1
8	80	80	19	5	0
Totals	751	726	156 / 21%	257	20

- Total number of students including PreK=771

2020-2021 Demographics of Lincoln

Total percentage of all students including PreK

ALP	ELL	IEP	Read Plan	Free and Reduced Lunch
6.47%	2.9%	6.19%	9.9%	19.4%

Hispanic	American Indian	Asian	Black or African American	White	2 or More Races
14.39%	0%	2.59%	.65%	78.33%	4.02%

Distance Learners

ALP	ELL	IEP	Read Plan	Free and Reduced Lunch
*	*	*	*	*

* data not available at this time

Hispanic	American Indian	Asian	Black or African American	White	2 or More Races
20.51%	N/A	2.56%	0%	69.87%	5.76%

2020 Fall MAP Test Results

- The purpose of the MAP assessments is to determine or identify a student's achievement, academic growth, and current instructional level in the subject matter assessed. Understanding the instructional level of the students will help guide teachers in lesson planning and give teachers an indication of the level of differentiation needed in their classroom instruction to support students in meeting grade level expectations.
- MAP measures student performance and growth with regard to the Colorado Academic Standards. Since MAP is adaptive, student scores are not grade specific and reflect actual achievement on a continuum of learning.
- MAP growth [parent video](#) explains more about the MAP test and results.
- MAP growth norms have changed from 2015 to 2020 using much more recent data providing updated estimates of achievement and growth norms.
- RIT = a scale score in each content area that represents a student's current instructional level regardless of grade.
- Our distance learners in grades 2-8 were asked to complete the MAP assessment as well, but remotely.
- Click [here](#) for access Lincoln Academy's 2020 Fall MAP results for grades 2-8.

Parent Interactions

- Although this year has been different in my interaction with parents due to the COVID-19 restriction of large gatherings, I continue to be visible around the school and available to parents as needed. I have interacted with numerous parents via phone calls and emails and the community as a whole at these various events:
 - The beginning of school town hall zooms
 - Back to Learning zooms
 - Before and After school traffic duty
 - IEP meetings with families

Proposed Calendar Changes

- The changing nature of learning has created new and different responsibilities and expectations of educators, especially teachers. Because of this, leadership has heard the elementary teachers' request and have come to the conclusion that student learning will be enhanced with additional time for elementary teachers to plan for instruction and engage in professional learning.
- To create this additional time for teachers, I would like to propose to the board the following dates be changed to elementary non-student contact days to our 2020-2021 school calendar:
 - November 13
 - December 3
 - January 29
 - February 26
 - March 26
 - April 16
 - May 14
- Elementary students will be required to take attendance remotely on the above days and may be asked by their teacher to complete a simple assignment during the day.
- Our Leopard Care will be available for families on these days.
- This change will allow teachers to have more quality planning time for instruction, collaborative work with their teams, and opportunities to increase their skills to serve students in our current situation.
- Additionally, I would like to propose to the board:
 - December 4 - Day off for staff and students
 - My staff is working so hard this year and as a small token of appreciation for all the nights and weekends they are working, I propose a day off for all staff and students. This would be an additional paid day of leave for staff that would not have an impact on our budget as these funds have already been allocated. It is one simple way we can recognize and say thank you to the incredible staff at Lincoln.

Record of Licensed Staff

Number of staff with a BA	Number of staff with MA	Number of staff who pursued licensure through an alternative program	Number of staff in process of alternative licensure
25	26	10	3

According to Lincoln's employment agreement and our state waiver language, staff have three years to complete CDE's required licensure process if they are needing to pursue alternative licensure. Such programs may include Metro's Alternative Licensure Program, Friend Teacher preparation Program, or Stanley British Teacher Prep Program. As noted above several of our respected staff completed their license through this alternative method.

Distance Learners Return to In-Person Learners Data & Ideas

	In-Person Learners	Number of Distance Learners that could be added to keep cohorts of 20	Total Distance Learners in the grade	Total Number of Distance Learners that could return to in-person learning without changing cohort size
Kinder Full Day	18	2		
Kinder Full Day	19	1		
Kinder Full Day	19	1	10	4
Kinder ½ Day	10	2	2	2
1st Grade	16	4		
1st Grade	16	4		
1st Grade	16	4		
1st Grade	16	4	20	16
2nd Grade	18	2		
2nd Grade	18	2		

2nd Grade	18	2		
2nd Grade	17	3	9	9
3rd Grade	21	0		
3rd Grade	21	0		
3rd Grade	20	0	18	0
4th Grade	20	0		
4th Grade	19	1		
4th Grade	19	1	25	2
5th Grade A	16	4		
5th Grade B	14	6		
5th Grade C	15	5		
5th Grade D	14	6	22	21
6th Grade A	19	1		
6th Grade B	13	7		
6th Grade C	13	7		
6th Grade D	20	0	13	15
7th Grade A	10	10		
7th Grade B	19	1		
7th Grade C	19	1		
7th Grade D	13	7	18	19
8th Grade A	17	3		

8th Grade B	10	10		
8th Grade C	17	3		
8th Grade D	14	6	19	22

Families may choose to go from in person learning to distance learning anytime during the school year.

Possible solutions to create space for **all** distance learners to return to in person:

Kinder

- Increase the cohort to 22 instead of 20. Physical space between students would decrease.
- Invite families to be part of the ½ day program.
- Add all additional students to the ½ day program and then hire a teacher to continue to teach full-day students in the afternoon.

1st Grade

- Increasing the cohorts to 21 would allow all distance learners to return. Physical space between students would decrease.

2nd Grade

- All distance learners could return without increasing cohort size beyond 20.

3rd Grade

- Increasing the cohort size to 25 would allow 13 out of 18 students to return to in person. Physical space between students would decrease. Would recommend hiring a 3rd EA to help support teachers.
- Create a fourth third-grade classroom. Could accommodate all 18 distance learners. Would have to create space and hire a teacher. This would add an additional cohort to the specials teachers' schedule. Recess zones may have to be reconfigured. Additional technology and curriculum resources would be needed for the teacher. This addition is possible.

4th Grade

- Increasing the cohort size to 25 would allow 17 out of 25 students to return to in person. Physical space between students would decrease. Would recommend hiring additional EA to help support teachers.
- Create a fourth fourth-grade classroom. Could accommodate all 25 distance learners by creating cohorts of 21. Would have to create space and hire a teacher. This would add an additional cohort to the specials teachers' schedule. Recess zones may have to be reconfigured. Additional technology and curriculum resources would be needed for the teacher. This addition is possible even with the addition of a fourth third grade cohort.

5th-8th Grade

- We could accommodate all distance learners returning to in-person without creating additional cohorts. Depending on math placement, cohorts may increase in size but would not exceed 25.

Timeline

- Oct. 16 - Oct. 26 Distance learning families will complete a form letting us know their intentions for staying at home or returning to in-person on December 7.
- November 9 - Board meeting - a final decision made with accurate numbers of how we will have distance learners return to in-person.
- November 10 - 15 - Information sent to families about what “new” normal will look like for in-person learning - families can make changes based on our latest data.
- December 2 - 1st-trimester ends
- December 3 - Proposed workday for teachers to prepare for additional in-person students - non-student contact day
- December 4- Proposed day off for teachers and students
- December 7 - New trimester begins

Back to Learning Update

- We had to quarantine PreK due to a positive COVID result. During quarantine another member of that group tested positive. No further action was required as the group was already quarantined. PreK was able to return to in-person learning on October 8.
- As of October 9, the district changed the quarantine process for middle school and high school students per new guidelines from CDPHE.
 - **Targeted** contact identification
 - This new method will reduce the significant burden on schools regarding staff quarantined
 - This is best for students
 - More information was sent to staff and families from the district on October 9th
- Amy Jenkins is now assisting kindergarten distance learners with Asami Nash, the kindergarten Distance Learning Coordinator. Prior to the change, Kim Nyquist was assisting with both kindergarten and first grade students.
- In the Staff Scoop there is a section in which staff can share what is working with technology, with time management, with balancing home/work life in this new season of teaching.
- When students arrive late in the morning after 8:05, we are escorting students in grades 5 and 6 to their specials classes, so teachers do not have to interrupt their planning time to take students to specials classes.
- Leadership is working on reconfiguring some recess zone schedules, to help give teachers a longer lunch break.
- Attendance was aligned for grade 5-8 for our distance learners. Teachers made videos for students on how to navigate and find the information needed on each teacher’s classroom page.
- Attendance times have been adjusted for distance learners to provide additional flexibility.
- Distance learning students that are struggling have been invited by teachers to attend one-on-one zooms, so teachers can assist students to be successful.
- Specials teachers are still working on ways to engage students in specials while balancing the time needs and fatigue of distance learners.
- More and more teachers are trying synchronized lessons and distance learners are enjoying those opportunities of engagement.

- Technology needs of teachers are still being addressed especially as they continue to enhance the distance learning process.
- 18 [amplifying speakers systems](#) have been purchased for teachers to wear to increase their volume while wearing a mask in the classroom.
- 24 [mask spacers](#) have been purchased for staff to allow for increased comfort and breathability throughout the long day.
- For more information please see the October 9th [Back to Learning Update](#)

My Professional Goals for 2020

Student Performance Goal for **Reading**:

Using mCLASS Acadience reading data formerly known as DIBELS, the End of Year student composite scores in the well below and below benchmark combined will decrease as outlined below.

	Beginning of the Year Percentage of Lincoln Academy students scoring well below benchmark or below benchmark	Beginning of the Year Percentage of District students scoring well below benchmark or below benchmark	End of the Year goal for Lincoln Academy students scoring well below benchmark or below benchmark
Kindergarten	22%	43%	18%
1st Grade	54%	59%	30%
2nd Grade	34%	32%	20%
3rd Grade	36%	32%	20%

Student Performance Goal for **Math**:

Increase the Student Median Conditional Growth Percentile in Math grades 3-8 to be 50 or above by the Spring 2021 assessment period. The conditional growth percentile, or CGP, is a student's percentile rank for growth. If a student's CGP is 50, this means that the student's growth was greater than 50 percent of similar students in the NWEA norm group. Students are similar with regard to starting achievement level, grade, subject area, and number of instructional weeks between test events.

Student Median Conditional Growth Percentile

	Fall 2018-Fall 2019	Fall 2019-Fall 2020
3rd Grade	58	33
4th Grade	61	27
5th Grade	50	33
6th Grade	63	46
7th Grade	68	29
8th Grade	47	28

Leadership Development Goal:

During the 2020-2021 school year, I will work with the Strengths Finder coach, Chris Failla, to continue to grow as a leader. The areas of focus and priorities will entail the following:

1. Effective corporate communication
2. Team leadership and delegation
3. Bringing energy to challenges rather than avoidance
4. Setting healthy personal/work boundaries

This work began October 9th with my first coaching session with my next sessions being October 22nd and November 4th.