

EXECUTIVE DIRECTOR

December 13, 2021

Lincoln Academy October Board Report

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.

Executive Director

LINCOLN ACADEMY OCTOBER BOARD REPORT

Final October 1st One Day Student Count

Grade	Number Enrolled for 21-22	Projected Number	Number of openings
K Full Day	88	88	0
1	80	88	8
2	82	84	2
3	80	84	4
4	76	84	8
5	84	84	0
6	82	84	2
7	78	84	6
8	69	75	6
Totals	719	755	36

COVID-19 Update

Lincoln Academy

- There have been 26 positive student and staff cases over the last month as of 12/6. This is the same number of positive cases that we had the previous month, however, 21 of those cases occurred through 11/19. *****Update, no COVID cases over the last ten days.**
- Early last week, Jeffco schools reported that there would be mandatory COVID testing for all unvaccinated K-8 students participating in afterschool activities per the JCPH health order. Later in the week, they determined that the Jeffco Board and the Superintendent would be discussing further before any testing requirement would take place for K-8 students.
- No information at this point regarding changes to the JCPH health orders around masking for staff and students. Also, no changes around staff either being required to be vaccinated or test on a weekly basis.

Discipline Referrals/Suspension Data

School year	# Of Referrals	# Of Suspensions	# Of Expulsions	Student Incident Rate
2021-2022	14	11	0	1.95%
2020-2021	13	12	0	1.72%
2019-2020	---	31	0	---
2018-2019	---	31	0	---

Data shown is as of December 6, 2021

Suspensions fall under

A referral might include one or more of the following:

- conference with parents
- conference with student
- warning
- suspended privilege (for example not being able to play football at recess for a week...)
- creation of a discipline plan
- detention
- refer to the counselor
- community service
- out-of-school suspension

IEP (Individualized Education Plan) Report

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

School Year	Number of Students with IEPs	Percentage Rate compared to Total Enrollment
2021-2022	57	7.9%
2020-2021	50	6.9%
2019-2020	63	8.3%
2018-2019	64	8.7%

School Year	Number of Students with IEPs by Grade-level
2021-2022	K 6 1 st 4 2 nd 7 3 rd 8 4 th 10 5 th 9 6 th 3 7 th 6 8 th 4
2020-2021	K 4 1 st 5 2 nd 4 3 rd 9 4 th 9 5 th 4 6 th 6 7 th 4 8 th 5

Prospective Family Informational Night Update

Prospective Parent Meeting	December 9 th
Tour with Principals	January 7 th
Tour with Principals	January 13 th
Round 1 Choice Enrollment Window	December 7-January 14

Current to dos:

Highlight family testimonials on social media

- Work with PTO
- Share on Social Media

Highlighting grade-levels through the open enrollment season

- Begin with 2nd and 5th grades
- Profile classrooms including Q and A, interviews, classroom videos

Advertising opportunities

- Facebook ads/posts
- “On the ground” advertising

Staff Work

Planning for Engagement/Active Learning

Mallory Kirkland

During a recent lesson, Mallory utilized clips from the movie *Mean Girls* along with having student use of text through the book *Animal Farm* for students to recognize the concepts of herd mentality and groupthink. Students were asked to connect examples of herd mentality from the video clips to two examples from the text in *Animal Farm*. After this synthesis, students were then provided time to explore the concept at an even deeper level as they considered examples of herd mentality in our society today.

Emily Hall

Last week, Emily instructed a lesson where students were to explore the impact of innovation, especially as it related to Henry Ford's development of the assembly line. Students did a simulation of a situation where they were to bead as many strings as possible in 7 minutes. Some beaded the string through an assembly line process and some were given the task without directions. This launch of the lesson provided students with great context for the importance of the Ford innovation. After they further interacted with text around Ford and his assembly line, students developed their own process for something they would like to innovate in their lives. They then determined some of the further implications for innovation on the economy, travel, etc. Students were engaged in the lesson and met the goal set by the teacher. It also added to the depth of understanding as the students connected the history lesson to current experiences.

Debbie McNutt

Debbie has developed rituals and routines for her classroom that supports student distractions, behavior issues and engagement. Debbie has utilized the STAR (**S**it Up, **T**rack the speaker, **A**sk and answer questions like a scholar, **R**espect those around you) procedure in such a way that she has now increased the rigor in her classroom and has been able to ensure the cognitive load falls on her students. In a short period of time, Debbie is now a model classroom for how masterful classroom rituals and routines support instruction.

Kerrie Hill

During two recent observations, Kerrie provided small group instruction for third and fourth graders. Kerrie provided literacy instruction that was planned based on student needs. Students were quite enthusiastic in their participation and the cognitive load was placed on the students. Kerrie's feedback for students was very precise and always supported sense-making for her students. She also provided opportunities for her students to reflect on their understandings. Kerrie serves as a warm demander in having high expectations for her students at the same time that they know she has their best interests at heart.

Katherine Brassington/Corryn Voris

Katherine and Corryn have created math lessons that not only focus the cognitive load on their students, but also help them to understand the “why” behind important mathematical concepts. During a recent lesson involving fraction operations, students utilized pictures, equations, and models to understand the importance behind regrouping fractions. Students solved problems that included use of materials, video games, and playing music. They were expected to be able to not only find solutions, but they were also expected to understand why the process worked and why their solutions made sense.