

EXECUTIVE DIRECTOR

November 15, 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

COVID-19 Update/Outbreak Status

Over the last month, we have seen a significant increase in positive COVID cases among students and staff at Lincoln. The positive cases at Lincoln match the trends seen in Colorado and Jefferson County. According to UCHealth

- Colorado has the fifth-highest 7-day, per-capita coronavirus case count in the United States, and state forecasters say it's going to get worse before it gets better.
- Those who are unvaccinated comprise about 80% of infections.
- About one in 51 people in Colorado being infectious – nearly as high as the infection rate during the pandemic's early, unvaccinated days of 2020.

Five or more cases of COVID-19, of which at least one case has had a positive molecular amplification test or antigen test, among students/teachers/staff from separate households with onset within 14 days in a single classroom/activity or other close contact in the school setting (including transportation to- from-school and affiliated events).” **JCPH/CDPHE Outbreak Definition.**

When an outbreak is confirmed that affects multiple classrooms/individuals, JCPH will determine what additional mitigation strategies may be necessary (masking, contact tracing, quarantine of close contacts, weekly testing, and/or distancing). Shifting to remote learning or school closure will be rare and considered in only exceptional circumstances. Currently, JCPH is requiring the following of schools/grade-levels determined to be in outbreak status.

Unvaccinated individuals who were masked at the time of their exposure to either a masked or unmasked individual are required to quarantine if identified as a Close Contact of a COVID-19 case in an outbreak setting. The outbreak status will remain until there have been zero cases reported for 28 straight days.

Lincoln Academy

- There have been 26 positive student and staff cases over the last month as of 11/8.
- As of 10/27, JCPH determined an outbreak in 5th/6th grade.
- As of 11/9, JCPH determined an outbreak on the top floor of building A (7th and 8th grade). An outbreak was not determined for grades 2-4 in building A as there had been no positive cases in three plus weeks.

Presentation of School UIP

Arvada West Visit

At the October Board Meeting, Matt Spahn had mentioned that he and other Lincoln teachers (Peter Chapman and Mallory Kirkland) were planning to meet with Arvada West teachers, coaches, and administrators. The purpose of the meeting was to get feedback around how prepared our students are for high school. Below are some of the areas of high school readiness that were brought up during the discussions from Matt Spahn.

What struggles are you experiencing with former Lincoln students as it relates to metacognition and critical thinking skills?

- In the past, Lincoln students expressed frustration with not understanding the conceptual parts of the content. They felt as though they were taught a procedure without context or reasoning. Essentially, they were told to memorize a process and remember it. The frustration came when they were asked to use the content in a different scenario than they were presented. They did not understand HOW to use the math.

Are Lincoln students starting the school year with a solid understanding of grade level ELA and math concepts?

- I kind of addressed this above, but more specifically, I would say they lacked in understanding the meaning of linear functions. For example, how do the four phases (equation table, graph, situation) relate to each other? How can I use a table to write an equation (or graph or situation)?
- When I solve a system of equations, what does the solution represent? It could be relevant to a real-world situation or the general idea of a solution (not just for a system).
- Most incoming students struggle with explain and justify. They are answer getters. They need to be able to show their math and explain, in words, what their solution means using a definition or context. We want them to have evidence of their understanding, not just answers.
- Most incoming 9th graders are grade grabbers. They seem to think that turning in a practice page will get them a better grade, not actually understanding the math. We grade on proficiency, so getting them to understand that they need to show that they understand the math is a mindset shift for many of them. Allowing retakes (with corrections and evidence of practice) as well as honoring mistakes is a new concept for many of them.

Are Lincoln students prepared for the workload their 9th grade ELA and math classes require? If not, how/where are they struggling?

- I don't have specific information on this as an Algebra 1 teacher, the workload is not big since we investigate and practice in class. I do think they need help on HOW to study. In general, not for a unit test or anything HUGE. They need to have a foundation in time management and going over previous problems to find errors and their own misconceptions.

Staff Professional Development

Professional Development and Learning Walks continue to focus on Active Learning. Professional Development listed below is differentiated (Rituals, Planning) based on teacher needs. Student Intervention Team supports a myriad of academic and behavioral interventions. The team supports the utilization of appropriate interventions and data collection for teachers along with the MTSS and SIT team processes. The Math PD was developed as a result of the determination that active learning and student conceptual development/application are areas of weakness with most Saxon lessons. The PD showed how tweaks to a lesson can be determined and made.

10/12 and 10/19	Student Intervention Team MTSS (Multi-Tiered Systems of Supports) Bank of behavioral and academic interventions Sit Team Process
11/2	Rituals and Routines that promote Active Learning Part 1
11/3	Math PD Grades 5/6 Adjusting a Saxon Lesson to promote conceptual understanding and application
11/9	Planning for Active Engagement Part 1
11/30	Rituals and Routines that promote Active Learning Part 2
12/7	Planning for Active Engagement Part 2

Student Presentation

STEM Class – Will update this information