

Lincoln Academy

Principal's Report to the Board

December 2018



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.

December 2018 Data

Discipline Referrals/Suspension Data*

	# of referrals	# of suspensions	# of expulsions	Student Incident Rate
2018-2019	7	7	0	.09%
2017-2018	6	4	0	1.3%
2016-2017	7	3	0	1.4%

*Data shown is for first semester only

- Number of referrals does not include suspensions
- Student incident rate includes referrals, and suspensions
- A referral might include one or more of the following:
 - o conference with parents
 - o conference with student
 - o warning
 - o suspended privilege (for example not being able to play football at recess for a week...)
 - o creation of a discipline plan
 - o detention
 - o refer to the counselor
 - o community service

Individual Educational Plan (IEP)

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	Percentage Rate compared to total Enrollment
2018-2019	64	8.7%
2017-2018	61	8.4%
2016-2017	59	8.6%

Other Student Stats (PreK not included in numbers below)

	2016-2017	2017-2018	2018-2019
Total Student Enrollment	688	725	738
Advanced Learning Plans (ALP)	8.8%	8.8%	8.8%
Free & Reduced Lunch Status	19.36%	22%	19.1%
Minority (non-Caucasian)	26.34%	24.35%	22.89%
English Language Learners (ELL)	10.6%	10.5%	8.6%

We have 65 students on ALPs and additional 131 names on the ALP watch list. Students must have 3 items of data in their body of evidence to qualify for an ALP. These 131 students have at least one item.

Student Interactions

- I have had a few opportunities to step in and be a teacher for various classes.
 - This allows me to see students in the classroom setting, so I can see first hand what a teacher might be experiencing with a class
- I plan on meeting with kindergarten students to give out leopards...
- I meet with students as needed for discipline or other areas of need

My Professional Goals for 2018 - Updates in blue

1. This year's theme, *Believe*, is wrapped up in the idea of collective teacher efficacy. Teacher efficacy meaning "teachers' confidence in their ability to promote students' learning. The research states collective teacher efficacy has a strong and positive correlation with student achievement. With that thought in mind, I will have teachers take a survey three times (September, January, & April) this school year rating their belief in their capabilities in various areas of teaching.
 - Teachers have been given the collective teacher efficacy survey
 - Click [here](#) for the example of the survey
 - Teachers have completed the survey as of Friday 11.9.18 and my leadership team and I are analyzing the data.
 - [Below are the results of the Teacher Efficacy Survey. My leadership team will use this data to plan professional development for the second semester of the school year.](#)

Percentage of Staff that have a very strong or strong believe in their capabilities	Question in Survey
97.7	Get students to believe they can do well in school
95.6	Maintain a classroom climate that is fair and impartial

95.6	Monitor students' involvement during learning tasks
95.5	Provide a positive influence on the academic development of students
93.4	Successfully maintain a positive classroom climate
93.3	Maintain a classroom climate of courtesy and respect
93.3	Communicate to students content knowledge that is accurate and logical
93.3	Clarify students misunderstanding or difficulties in learning
93.3	Adjust teaching and learning activities as needed
93.3	Maintain a classroom environment in which students work cooperatively
91.1	Plan activities that accommodate the range of individual differences among your students
91.1	Clarify directions for learning routines
88.9	Maintain high levels of student engagement during learning tasks
88.9	Gauge student understanding of what you have taught
88.8	Use allocated time for activities that maximize learning
88.8	Provide a learning environment that accommodates students with a variety of needs
86.7	Motivate students to perform to their fullest potential
86.6	Utilize teaching aids and learning materials that accommodate individual differences among your students
86.6	Manage student discipline/behavior
84.5	Provide students with suggestions for improving learning
84.4	Effectively manage routines and procedures for learning tasks
84.4	Communicate to students the purpose and/or importance of learning tasks
82.3	Use a variety of assessment data to understand your students' academic needs
82.2	Communicate to students the specific learning objective(s) of the lesson
82.2	Help your students value learning
80.0	Actively involve students in critical analysis and/or problem solving
79.7	Implement teaching methods at an appropriate pace to accommodate difference among your students
77.8	Improve the academic performance of students, including those with learning disabilities
77.7	Plan evaluation procedures that accommodate individual difference among your students
73.4	Redirect students who are persistently off task
73.4	Assist families in helping their children be successful in school
73.3	Foster student creativity
71.2	Provide students with specific feedback about their learning
68.9	Provide appropriate challenges for very capable students
62.2	Solicit a variety of questions throughout the lesson that enable higher order thinking