

Lincoln Academy

Principal's Report to the Board

December 2017

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.



CORE KNOWLEDGE CORNER



Core Knowledge®

The Core Knowledge (CK) sequence embodies three essential qualities:

Content Specific, Coherent, and Cumulative.

Coherent:

The CK sequence provides a coherent approach to building knowledge within a grade level and across grade levels. In schools following the sequence, there are no repeated units in multiple grades on, say the rainforest or pioneer days, with little or no attention to the Bill of Rights, world geography, or exposure to other cultures.

The sequence is organized to support coherent instruction that allows students to build and deepen their knowledge grade by grade, and to make cross-curricular connections across subjects.

For example, at Lincoln Academy, students in fifth grade study the Renaissance. The word “renaissance” means “rebirth” specifically, in Europe in the 1500s,- a rebirth of interest in ancient Greece and Rome. Teachers in a CK school can confidently build on students’ prior learning about ancient Greece and Rome (grades 2 and 3) and the Middle Ages (grade 4). They can connect their historical studies to topics in Visual Arts (in which the sequence specifies masterworks by Leonardo da Vinci, Michelangelo, and others) and in Language Arts

Oh, the Places You’ll Go

School Safety Awareness

As you know, ensuring your children’s safety is a priority to Lincoln Academy. Before school began our entire staff was trained in [The Standard Response Protocol](#). This is a all safety approach that can be implemented during any crisis. The key to this universal emergency standard is there is shared vocabulary between students, staff and first responders.

Please look over the [Emergency Situations at School](#) document published by Jeffco Public Schools that lists the type of emergencies that might impact our school, the types of actions that we might take in the event of those emergencies, and what parents should know and do in preparation of such an event.

While we hope that we never have to truly use this information in a real situation, we want our staff and students to be prepared; therefore, throughout the year we will practice our emergency safety protocols with the school under the direction of our School Response Team. Each month we have a Fire Drill and then we will practice other Emergency Response Drills throughout the year.

We will practice a Lockdown drill the week of December 11th. A lockdown is typically implemented in situations where there is some potential for danger inside the school, within the immediate area, or as a precautionary step to ensure the safety of students and staff from unforeseeable events. A team from Jeffco Public School Safety and Security will also be on site during this drill.

Principal Goals 2017-2018

Goal #2

Working with a coach, I will be able to identify one to two areas of growth in my leadership role in which I will be able to create and implement action plans to fulfill that growth.

(in which the sequence specifies episodes from Shakespeare's *A Midsummer Night's Dream* and Cervantes's *Don Quixote*.

Connecting across subjects and building on previous knowledge-these qualities make the sequence coherent and effective.

Student Interaction

- I continue to have opportunities to step in and be a teacher for various classes.
 - Doing so allows me to solidify student names and know in which class students are placed
 - Additionally, it allows me to see students in the classroom setting, so I can see first hand what a teacher might be talking about with student behavior
- I haven't had my new student lunches this year - but plan to do so in January
- Continuing to acknowledge students around campus by name

Progress Update:

I have met with my coach three times since September. We have identified 2 areas of growth in my leadership role.

First, building capacity within my staff. With this area, I have been conscientious about leading solutions instead of managing problems. When staff come to me for solutions, I need to take the role of a coach rather than a boss. I need to guide and move my staff in their own growth and their own ability and confidence to come up with viable solutions.

Second, is future visioning for me and the school. First, I need to ask and answer the question long-term what do I want to do? Then begin asking and answering the long-term questions of where I want the school to be moving. This second area of growth was just identified in our last meeting and still a work in progress.

December 2017 Data

Click [here](#) to access the following data:

- Discipline Referrals/Suspension
- Individual Educational Plans
- Advanced Learning Plans
- Free & Reduced Numbers
- Minorities
- English Language Learners

More information can be found on our website

www.lincolnacademy.net

click on **Board of Directors** for the latest information.

