



Lincoln Academy Charter School

Principal's Report to the Board

June 2017

"Educating with Excellence"

Mission

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

Vision

The vision of Lincoln Academy is to prepare all students for their future endeavors by providing a comprehensive Core Knowledge education.

Theme for 2016-2017

Engagement Changes Everything.

Staff Retention

Staff Not Returning	Staff Moving to a Different Position	Positions Currently Open	Positions that have been filled
<ul style="list-style-type: none"> Stephanie Stanley (2nd) Kristine Helsper (4th) Stephanie Studebaker (3rd grade EA) Enoch Miller (PE) Sarah McKnight (Kinder EA) Bethany Norton (4th Grade EA) Kimberly Driskell (4th Grade EA) 	<ul style="list-style-type: none"> Heather Trelease is moving from full day kindergarten to half day morning kindergarten Lauren Kunau is moving from 1st grade to full day kindergarten Dawn Bennett is moving from half day morning kindergarten to 2nd grade 	<ul style="list-style-type: none"> 1st Grade EA positions 	<ul style="list-style-type: none"> Carrie Giddings -1st Grade Rose Hasz – 4th Grade Kimberly Nyquist – 4th Grade Liz Sanderson – 6th Grade Henry Prescott - PE

Open Enrollment Application Numbers 2017

Updated as of 6-5-17

Grade	Projected Class Size for 2017	Students Currently Enrolled
K	88	83
1	88	88
2	84	88
3	84	84
4	84	84
5	84	84
6	84	84
7	60	59
8	60	62
Totals	716	716

Suspension Data

Year	# of Suspensions		# of Students Suspended		Greatest # of suspensions for 1 student	Greatest # of school days missed due to suspension	# of elementary students	# of middle school students
2016-17	24	3.3%	22	3%	2	1	13	11
2015-16	13	1.9%	12	1.8%	2	4	8	5
2014-15	19	3%	16	2.5%	2	4	10	9

2016-2017 Suspension Data

In School	Out of School	Males	Females	Non-Caucasian	Caucasian	Grades K-2	Grades 3-5	MS
13	11	21	1	11	11	4	9	11

Students Repeating Grade

- 2016-2017 there are a total of 3 students repeating their current grade
 - >.5% of our student population
 - 3 Kindergartners
 - 2 where recommended to repeat 1st grade, but both families declined
- 2015-2016 there are a total of 13 students repeating their current grade
 - 2.2% of our student population
 - 8 Kindergartners
 - 5 First graders (2 were new to Lincoln this year)
- 2014-2015 there were a total of 14 retentions
 - 2.3% of our student population
 - 8 kindergartners
 - 3 out of the remaining 6 were new to Lincoln students

READ Plan Update 2016-2017

The Colorado READ Act (Reading to Ensure Academic Development) was passed by the Colorado legislature during the 2012 legislative session, replacing the Colorado Basic Literacy Act. The Colorado Department of Education states that, “the READ Act focuses on K-3 literacy development, literacy assessment, and individual READ plans for students reading below grade level.”

2016-2017 66 total students on READ Plans = 9.5% of our student population

2015-2016 39 total students on READ Plans = 6.5% of our student population

2014-2015 20 total students on READ Plans = 3.3% of our student population

House Bill 17-1375

The recent passage by the Colorado legislature of HB1375 directs local school districts to put a plan in place to equally share their mill levy with charter schools by the 2019/20 school year. School districts may choose one of two options in sharing their mill levy override.

Summary of Charter School Impact:

- Opens up access to approximately \$34 million in additional mill levy override (MLO) revenue each year for charter schools across the state
- Solidifies over \$40 million in existing MLO revenue so charters can have greater assurance they can continue relying on it into the future
- Establishes a framework for state CSI equalization to which funds can be added in future years to help level the playing field for students attending CSI schools

Key Details:

- By 2019-20, all school districts with either charter schools or innovation schools and mill levy overrides must either share at least 95% of those mills with their charters and innovation schools or develop a district-wide plan for the equitable sharing of mills that meets the needs of and equitably supports the education of all the students enrolled in all of the schools of the district, regardless of the type of public school in which the student is enrolled
 - If the district chooses to go the plan route, it must:
 - o Be published for public scrutiny by July 1, 2018
 - o Be fully implemented beginning with the 2019-20 school year and every year thereafter
 - o For each program included in the plan, a charter school or innovation school may either participate in the program or instead choose to receive their per pupil program share to apply toward a program or services of their choosing
 - o A district may devote additional resources toward certain historically underserved student populations – i.e. FRL, AECs, ELL, SPED – so long as the amount distributed for the benefit of each student is the same regardless of the type of school in which the student is enrolled
 - o For any revenue not devoted to either a program or historically underserved student population, the district must equitably distribute the remainder to all the schools of the school district in direct proportion of the number of students enrolled in each school
 - If a district chooses to go the 95% route:
 - o They may still devote additional resources toward certain historically underserved student populations – i.e. FRL, AECs, ELL, SPED – so long as the amount distributed for the benefit of each student is the same regardless of the type of school in which the student is enrolled
 - o They must publicly report the calculation of how they are reaching the 95% threshold
 - Regardless of which path a district chooses, the current mill amount it shares with its charters and innovation schools must be maintained for the 2017-18 and 2018-19 school years
 - The amount of additional mill revenue a charter receives must be in addition to any other money the charter receives pursuant to the provisions of the charter schools act
 - If a charter contract included any sort of term that would require a charter school to waive or otherwise forgo any amount of additional mill revenue, that provision would be considered null and void
 - Transparency elements:
 - o Beginning in 2018, anyone who files a 990 would need to post a link to it to their financial transparency website
 - o Beginning in 2017, schools and districts who has waivers from state statute would need to post an easily accessible list of those waivers along with a copy of the associated replacement plan
 - o Beginning in 2018, each charter school would need to post a copy of a standardized document developed by the League, CSI and CDE that explains the automatic waivers and the rationale for why these waivers were added to the automatic waiver list in the first place
 - Lastly, the bill creates the structure for a fund to help equalize funding for CSI schools out of recognition that they have no access to local tax revenue. Subject to annual appropriation by the legislature (which appropriation is not included in this bill), any money placed in this fund would be distributed by CSI to its schools on an equal per pupil basis except that no CSI school could receive more on a per-pupil basis than the schools of its geographic school district are currently receiving from locally-raised mill levy overrides.

The above information comes from the Colorado League of Charter Schools

There are approximately 45 local charter school authorizers. A majority of these authorizers have mill levy overrides, and how they share those dollars varies from: "*we don't share*" to "*we will share our mill equally on a per pupil basis.*"

MAP Data

Our school goal was to be at the 50-70 percentile range of the school conditional growth percentile with above 70 being the target to achieve.

- Overall the school made the goal in Math, Language Usage, and Science. In Reading the median Conditional Growth Percentile was 48. However; you will notice that individually there were some grades that failed to meet the goal of 50th percentile in some subject areas.
- See the Student Growth Summary Report posted under the June 2017 Board Meeting Minutes and Agendas for additional information.

MATH

Grade	% of Students who met or exceeded their projected RIT	% of Projected Growth Met	Median Conditional Growth Percentile
2	34.6	85.1	32
2	57.1	100.5	51
2	61.5	97.4	55
3	40	92.6	37
3	35.7	101.6	39
3	51.7	103.3	53
4	50	95.8	53
4	73	126.3	71
4	72	111.9	66
5	55	122.5	51
5	38.9	87.8	42
5	42.1	75.8	39
5	42.9	76.1	33
6	81.3	126.6	64
6	41.2	83	46
6	79.2	140.2	68
7	73.6	186.3	78.6
8	85.3	255.9	77
School Average		114.92	53.08

READING

Grade	% of Students who met or exceeded their projected RIT	% of Projected Growth Met	Median Conditional Growth Percentile
2	29.2	40.1	20
2	50	104.9	48
2	34.6	41.8	25
3	44.4	54.8	31
3	42.9	85.1	44
3	61.5	115.3	67
4	56	89	51
4	66.7	123.7	61
4	30.8	71.3	31
5	66.7	155.4	63
5	39.3	72.8	39
5	35.7	28.3	33
6	77.8	161.2	67
6	50	107.1	47
7	61.36	162.3	64.3
8	71.93	238.3	75
School Average		103.2	47.89

Language Usage

Grade	% of Students who met or exceeded their projected RIT	% of Projected Growth Met	Median Conditional Growth Percentile
2	50	95.1	51
2	66.7	120.9	60
2	38.1	71.4	37
3	63	114.2	61
3	39.3	84.1	41
3	66.7	129.8	62
4	44	92.3	44
4	51.9	92	49
4	69.2	117.3	60
5	64.3	125	61
5	50	98.4	46
5	42.9	61.2	33
6	55.6	115.3	59
6	50	72.4	47
7	62.3	127.3	57.6
8	68.3	213.63	63.3
School Average		108.14	51.99

SCIENCE

Grade	% of Students who met or exceeded their projected RIT	% of Projected Growth Met	Median Conditional Growth Percentile
8	60.6	178.1	62
5	67.9	134.7	64
5	57.1	122.5	54
5	53.6	103.8	52
School Average		134.77	58.00

Principal Goals 2016-2017

Summary of the year in green

Principals demonstrate instructional leadership. – Quality Standard II from the CDE Rubric for Colorado Principals

Principals support teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students.

Developing	Proficient	Accomplished	Distinguished
- Provides needs based professional development. -Supports staff in the implementation of a rigorous instructional program.	...and -Aligns professional development offerings with the school's needs. - Actively engages in professional development activities along with staff.	...and -Provides performance feedback to teachers that is: Actionable & Timely	...and -Ensures that the school's instructional program is: ~ Relevant to students' needs and interests ~Focused on quality of classroom instruction. -Ensures that teachers apply lessons learned through professional development -Teachers are able to Identify their professional development needs.

Key Actions

1. Focusing on our theme this year; Engagement Changes Everything, teachers will have the opportunity to participate in professional development that will develop their skills to increase student engagement. I will join the staff in participating in these trainings.

- This year I participated and was at every professional development (PD) day that we provided for teachers. Additionally, during staff meetings, we often revisited those topics that were discussed on professional development days asking the teachers how they were incorporating the learning that took place previous; what was working well; what was still challenging. The leadership team also provided additional training for teachers during staff meetings. The trainings focused on engagement, but were often new topics that had not been discussed during PD days. Talking with the teachers that I evaluated, they appreciated all the staff development this year, but would like a year to really master the material covered versus adding new professional development topics next year. So as the leadership team is planning for next year, we are taking this feedback into our professional development plan.

2. I will increase the frequency and impact of classroom observations by conducting 10/15 minute observations with feedback.

- Goal is to conduct nine classroom visits a week
 - August total visits were 26/ Goal was 18
 - September total visits were 17/ Goal was 36
 - October total visits were 31/ Goal was 36
 - November total visits were 24/Goal was 36
 - December total visits – I didn't record
 - January total visits were 18/Goal was 27

- February total visits were 5/Goal was 36
 - March total visits were 26/Goal was 33
 - April – May – I did not record my visits, although I was in classrooms, I know I fell short of my goal
 - Prioritizing classroom visits in advance
 - As I look over my dismal results for classroom visits this year, I have to make classroom visits a priority, placing the time on my calendar and considering that time as important as a meeting, if not more important.
 - Andrew, Lindsey and I all were short on our classroom visit goal and we have discussed how state standardized testing this spring really had an impact on all our schedules. Lindsey and I were in the testing sessions for almost all tests and then Andrew was left to hold down the fort! We are processing how we can streamline the testing process which would allow us to be in classrooms more during the spring.
 - Feedback will be timely and will enable teachers to be reflective thinkers about their teaching practice
 - I meet with all the teachers that were on my observation schedule right after their observation, but then I did not meet with them again until the end of school. For feedback to be timely and for it to have a change in instruction it needed to be more frequent and before May.
3. I will develop my instructional leadership role by participating in the High-Performance Instructional Conversations webinar produced by The Principal Center-Building Capacity for Instructional Leadership.
- While this webinar gave me insight on how to focus on being an instructional leader vs. day to day triage, I obviously need to revisit this learning to see how I can be more effective next year as day to day triage won!
 - How to facilitate evidence based conversations with teachers that are professionally rewarding for both teacher and administrator.
 - This year since I videoed the teachers, the conversations that I had after the teachers' observations were more evidence based and less subjective which allowed the teachers to really focus on what they saw versus my perception when I took notes.
 - Through this technique of videoing the observation and then watching the recording with the teacher during our post-observation time, classroom visits were more beneficial for supporting teachers in bettering their craft of teaching as well as making them aware of student behavior and engagement.
4. In the spring, staff will have an opportunity to identify their professional development needs as well as articulate how professional development helped them grow as professionals and student performance.
- As mentioned above, overall the teachers thought the professional development was beneficial this year, however, before adding lots more new techniques, they would like to master what we covered this year.

Principals demonstrate school culture. – Quality Standard III from the CDE Rubric for Colorado Principals

Principals articulate, model and positively reinforce a clear vision and values of the school's culture and involve students, families and staff in creating an inclusive and welcoming climate that supports it.

Developing	Proficient	Accomplished	Distinguished
-Establishes a school culture that is inviting to students, staff and visitors.	-Communicates with families and the community: ~Frequently ~Focusing on including them in the school's activities.	-Invites families and community members into the school to participate in ~ Decision making processes (PTO, Board, SAC) ~Parent conferences ~School community events	-Establishes an inclusive school culture based on collaboration among and between students, parents, staff and the community.

Key Actions

1. By September 1st, I will begin meeting with all new students (by grade level) to Lincoln this year, to learn their names and more about them as a student.

- This was extremely helpful and beneficial in learning students' names and more about the students. As our student population grows, I will need to continue to provide such an opportunity to interact with the new students. I would also like to teach a few lessons in each kindergarten class, as learning those 88 names is difficult with only one short interaction.

2. I will actively participate in the New Parent welcome in August. Additionally, I will set up two more gathering times to meet with new families during the year. I would like to do this in conjunction with our parent/partner program.

- I participated in the New Parent welcome in August and we had an additional gathering time during the year. I never set up a third time to meet with families. A time in August has been set up for new families in August and mentor families to meet. This will be a separate event that evening, so new families will not be overwhelmed by other school details that night.

3. I will send out individual emails to families before board meetings, PTO meetings, or SAC meetings personally inviting families to attend.

- I communicated with new families after having lunch with their child(ren). This summer, my plan is to send out an email to new families asking what communication, information was helpful and what would have been helpful that did not happen as a new family to Lincoln.

4. Whenever possible I will continue to be present at school functions to represent the school and make connections with families. I will keep a log of school functions I attend throughout the year and share with the board.

- I attended most all out of school community nights and functions including Lakeside night. This continues to be a great way to connect with Lincoln families.