



Lincoln Academy Charter School

Principal's Report to the Board

April 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 Update

- We have posted for the following teaching positions for next year:
 - 6th grade – additional teacher needed for growth – have made an offer
 - 4th grade – conducting 2nd interviews this week
 - AM Kindergarten – Heather Trelease
 - Full Day Kindergarten – Lauren Kunau
 - 1st grade – have posted the position opening
 - 2nd grade – Stephanie Stanley resigning to stay home with new little one
 - 2nd grade – Dawn Bennett

Jeffco Public Schools Values Awards

Each year the Jefferson Foundation, in collaboration with the district, offers schools the opportunity to nominate exceptional employees who embody the district values of integrity, exemplary performance, teamwork, and valuing people. Nominees are chosen by the winners from the prior year. This year's committee members were Marty Nishida (MS Tech Teacher), Megan Brinkerhoff (School Social Worker), Andrew Weir (Elem. AP), and Jennifer Roberts (Full Day Kinder Teacher). We are happy to announce that four of our employees have been selected for these awards.

Exemplary Performance: Julie Pollock

Julie has created an exemplary learning environment for her students. She approaches curriculum with the highest of standards, creativity, and organization. She ensures all students are supported and engaged for successful learning. Julie understands the importance of parental involvement in student success and she fosters positive relationships with their parents. Julie approaches each day with grace, humor, enthusiasm, and excellence.

Integrity: Nancy Martinez

Nancy Martinez has shown integrity in years at Lincoln Academy. In her work she is consistently kind, hardworking, and honest. For example, she recently went through a major transition in leadership in the facilities department and managed it with grace. Our school is a brighter, more thoughtful, respectful and hopeful place because of her presence.

Teamwork: Elizabeth Meyer-Chapman

Elizabeth (a.k.a. MC) is a perfect example of a team player. MC makes everyone around her better and will take on any task

to ensure the success of the many teams she works with. Whether she's in the leadership role or is simply a team member, you can always depend on MC to do her job and assist wherever help is needed. Every school needs an MC!

Valuing People: Karen Dwyer

Karen has done an amazing job at valuing the students, staff, and families of Lincoln Academy. Karen treats others with respect and genuinely wants what's best for everyone around her. She is always willing to go the extra mile to help others even if it means giving up her own time. Karen is dedicated to making Lincoln Academy a better place.

Open Enrollment Application Numbers 2017

| Grade | Projected Class Size for 2017 | Students Currently Enrolled |
|---------------|-------------------------------|-----------------------------|
| K | 88 | 85 |
| 1 | 88 | 90 |
| 2 | 84 | 90 |
| 3 | 84 | 85 |
| 4 | 84 | 83 |
| 5 | 84 | 84 |
| 6 | 84 | 83 |
| 7 | 60 | 56 |
| 8 | 60 | 64 |
| Totals | 716 | 720 |

Principal Goals 2016-2017

Updated actions 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 |
|--|--|--|--|
| <ul style="list-style-type: none">- Provides needs based professional development.- Supports staff in the implementation of a rigorous instructional program. | <p>...and</p> <ul style="list-style-type: none">- Aligns professional development offerings with the school's needs.- Actively engages in professional development activities along with staff. | <p>...and</p> <ul style="list-style-type: none">- Provides performance feedback to teachers that is: Actionable & Timely | <p>...and</p> <ul style="list-style-type: none">- Ensures that the school's instructional program is:<ul style="list-style-type: none">~ 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.

- August 11 – Kagan Training – It is all About Engagement – I attended this training and as I visit classrooms, I am seeing the techniques that were taught in this training being implemented. Additionally, my leadership team and I are using these engagement techniques in our in-house staff development.
- October 10 – Kim Bevill – Gray Matters- The Magic that makes the Brain work – Through this professional development, Kim presented the top ten essentials for engagement of the brain in the educational realm. To highlight a couple of the ten essentials: movement is key for health, longevity, and ACADEMIC success, the importance of adequate sleep and proper nutrition, using music to improve recall, hands-on projects and gender differences. Our specials teachers really enjoyed this presentation as it validated the work they do in their classes every day. Additionally, teachers are conducting brain boosters times in the class (research says about every 20 minutes) and are leading with the why it is important. Fitness increases the size of the hippocampus for children which increase all forms of memory and recall. Perhaps the board should participate in brain boosters during board meetings!
- January 4 -Finding Your Happy Place- Andrea Willis- Manager of the Jeffco Employee Wellness Program –Andrea led the staff in Mindfulness training for staff and students.
- Andrew, Lindsey and I attended a Jefferson County Administrators Association Leadership development on February 9th. Guest speaker was Dr. Adolph Brown, a former public school educator and credentialed administrator, full tenured university professor, university dean, and businessman, told humorous stories with truisms or "REAL TALK" and research to challenge the audiences to live and work more positively. A very encouraging and uplifting morning.
- February 27th and 28th – Colorado League of Charter Schools Conference
 - Highlighting some of the information I gleaned:
 - Visible Learning: What Matters Most for School Leaders – This session was based on the work of John Hattie, who has compiled a synthesis of over 800 meta-analyses in education. The session focused on the leadership actions which make the greatest difference in student achievement.
 - The number one factor is collaborative teacher efficacy – referring to the “collective self-perception that teachers in a given school make an educational difference to their students over and above the educational impact of their homes and communities.”
 - Additionally, an **instructional leader** makes more of an impact than a transformational leader
 - Transformational Leaders:
 - Set the vision, school goals, the expectations
 - Give instructional support
 - Monitor school activity
 - Buffer staff from external demands
 - Ensure staffing is fair and equitable
 - Are easily accessible to students and staff
 - Secure a high degree of autonomy for the staff
 - Instructional Leaders:
 - Make several formal classroom observations each year
 - Interpret test scores with teachers
 - Insist teachers collaborate the teaching program across grades
 - Insist teachers expect high proportions of their students to do on achievement outcomes
 - Insist and know that class atmosphere in this school is generally very conducive to learning for all students
 - More of my day to day function is that of a transformational leader.

- Promoting and participating in teacher learning and development also have a high effect on student achievement
- Additionally, breakout sessions I attended: Employment Law 101, The Rise of Millennials and Understanding Generational Differences in the Workplace, Innovation in Compensation: Rewarding Commitment and Contribution, Teacher Evaluations that Inspire Excellence,

- Book Study throughout the year – *Teach Like a Pirate* by Dave Burgess

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
- Prioritizing classroom visits in advance
 - Looking at my visit results from September, I have made it a priority to put visits on my calendar for October
 - Conducting formal observations and meeting with teachers has helped to increase my classroom visits as they are planned
- Feedback will be timely and will enable teachers to be reflective thinkers about their teaching practice
 - So as I continue to learn about this high frequency process of visits, the first 3 visits in the classroom should come without any notes being taken in the classroom and feedback will be after that 4th visit. The idea is to build trust and a comfort level with the teachers.
 - I am in the process of giving some teachers feedback during my visits. I just received my new laptop this week, so feedback will be before I leave the classroom.
 - With my new laptop, I am able to send teachers feedback before I leave their classroom. In addition, I have been videoing teachers during their formal observation which is an extremely helpful tool for teachers' ability to self reflect.

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.

- This webinar focuses on what matters most as an instructional leader vs. day to day triage
- How to facilitate evidence based conversations with teachers that are professionally rewarding for both teacher and administrator.
 - I completed the webinar and have participated in another one called – 500 Classrooms-A no-Excuses Plan for Instructional Leadership
 - This webinar gave me more helpful insight on how to make classroom visits beneficial for supporting teachers in bettering their craft of teaching.

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.

- Teachers will complete a survey that will enable the leadership team to collect and then reflect on the data and enable us to plan for next year's professional development,

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.
- I began having lunches with new students the week of August 29th. There are 64 new students in grades 1-8. I have met with 35 of the new students as of September 6th.
 - I have completed having lunches with all new students by December 2nd.
 - In middle school, the school provided pizza and drinks for them. In speaking with the middle school students, I asked what they like about Lincoln, what they miss from their old school (friends), and what is different about Lincoln (the students said that the other kids are that are at Lincoln at nicer than the kids at their old school)
 - I have continued to have lunch with new students and have been emailing the families after having lunch with their child. I still have 2 classes of 3rd grade students left to meet with. I have noticed that this time I have with students really has increased my ability to know new students' names.
 - Here are some examples of parent feedback after emailing:
 - This first feedback is from a student who started with us the end of September "Thank you to both you and Mr. Weir for taking time out of your busy days to spend time with new students. I cannot wait to hear all about it tonight when I get home. I know this will be the highlight of E's day! The transition is going great! E is LOVING school again, and is excited each morning to get to school; which is a drastic and welcomed change to the first part of the school year. Mrs. D has been amazing! She has made E feel very comfortable in her classroom, and the kids in the room have been great too! There is no doubt in my mind that this is the right fit for E, and where he needs to be. He has learned so much these last few weeks, and it is fun to see how excited he is about everything he is learning! Thanks again for all your help, and if there is every anything I can do to help the school I would be more than happy to help!
 - I appreciate you and Mr. Weir taking the time to get to know E and new students in general. That kind of personalized attention is one of the

things that we feel sets Lincoln apart from E's previous school experiences. I'm sure that kind of attention meant a lot to E as well.

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 actually spoke with Kristi G, who was going to talk with Dave about setting another meeting or perhaps I would just continue to send out those personal emails to families instead, so there would not be one more evening activity for families.
 - We held a new family welcome on Thursday, November 10th at 7:30 AM. All new families were invited to attend. I sent out an initial email a week prior to the event and then a reminder email the day before. We had 5 new families attend. While the attendance was not great it was a great way to connect new families answer questions and clarify programs at our school – like our ALP program.
3. I will send out individual emails to families before board meetings, PTO meetings, or SAC meetings personally inviting families to attend.
 - I have sent out emails to all new families in the fall after having lunch with their child(ren). I will communicate again to families this spring asking families 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.
 - 8/15 – New Family and Kindergarten Welcome Night
 - 8/16 – Welcome Back BBQ
 - 8/23 – MS Parent Academy
 - 8/25 – Elementary Parent Academy
 - 9/1- Texas Roadhouse Community Night
 - 9/23 – Grandparents' Day
 - 9/29 – NEJHS Ceremony
 - 10/5 & 6 – Parent/Teacher Conferences
 - 10/20 – 4th Grade Music Performance
 - 11/8 – Chick-fil-A Community Night
 - 11/11 – Veteran's Day Assembly
 - 12/1 – Parent Info Night
 - 12/9 – PTO Movie Night
 - 12/15 – Skate Night
 - 1/24 – Prospective Parent Tour
 - 1/30 – BW 3's Community Night
 - 2/27 – Beau Joe's Community Night
 - 2/28 – Attended the Girls' Basketball Semi-Finals at WWA
 - 3/2 – 2nd Grade Music Program
 - 3/10 – LA Movie Night