



Lincoln Academy Charter School

Principal's Report to the Board

September 2016

"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

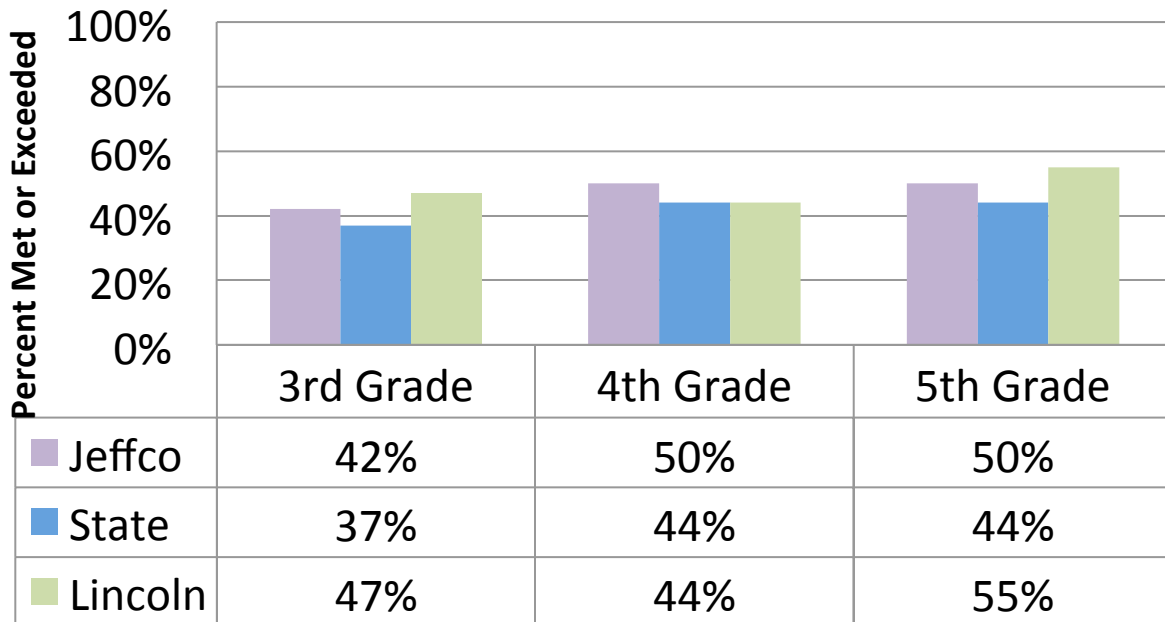
Engagement Changes Everything.

Standardized Testing Data

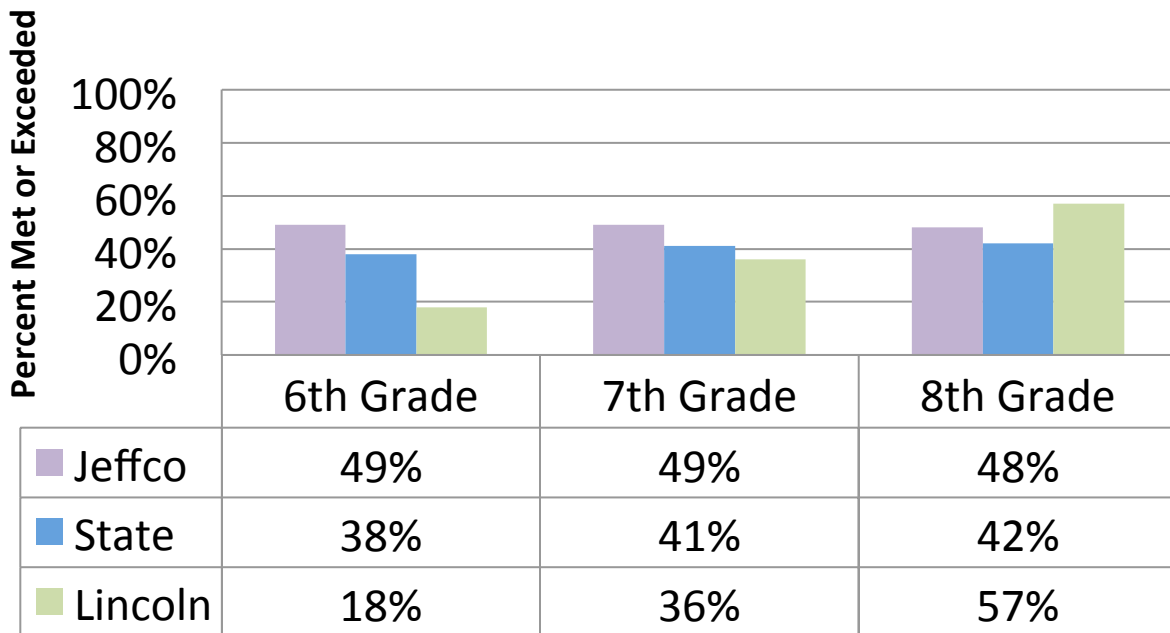
New Baseline

- Revised standards and new assessments with higher expectations
 - Scores expected to be lower
 - Serve as baseline to measure future growth
 - Students/schools not losing ground just because they may not perform as highly on PARCC
 - CMAS and PARCC are one measure in an assessment system
 - We continue to use more timely information (e.g., MAP) for instructional decision-making
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- 5 performance levels
 - Exceeded expectations
 - Met expectations
 - Approached expectations
 - Partially met expectations
 - Did not yet meet expectations
 - Met and Exceeded Expectations are considered "college and career ready" according to CDE

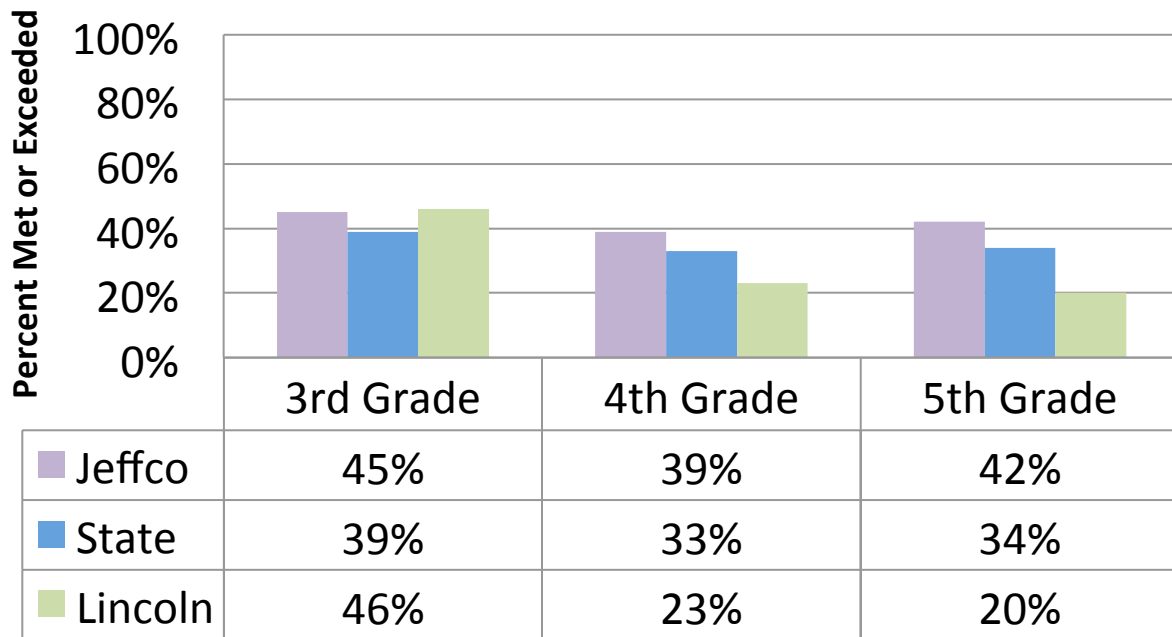
PARCC English/LA Grades 3-5
Met or Exceeded Expectations
2015-16



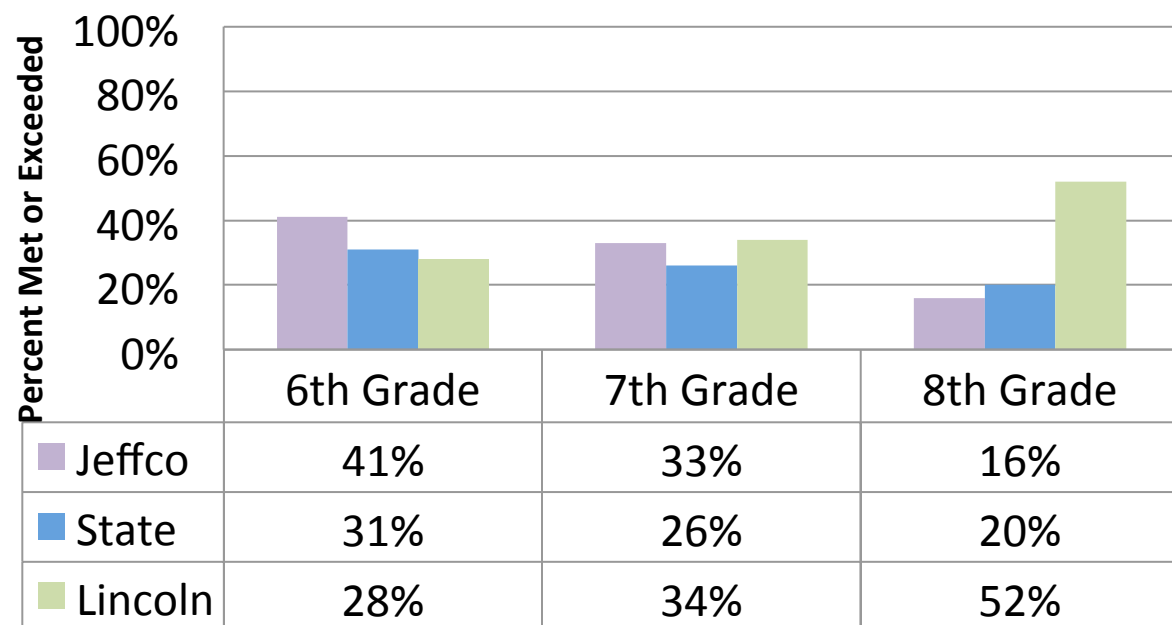
PARCC English/LA Grades 6-8
Met or Exceeded Expectations
2015-16



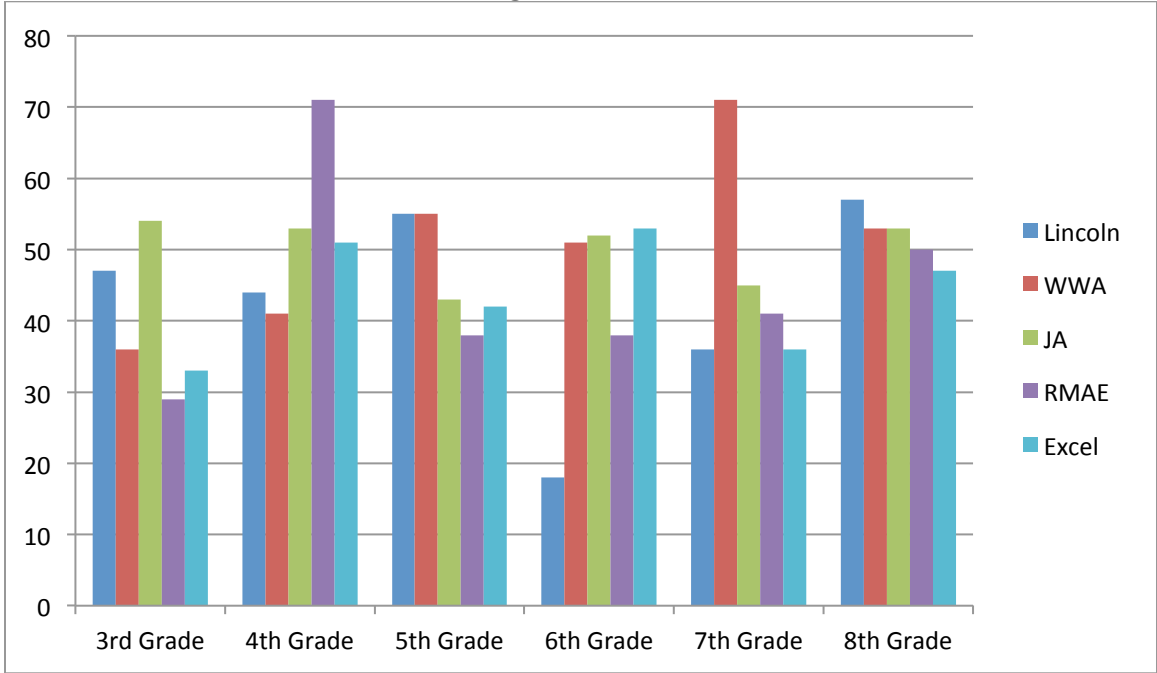
**PARCC Math Grades 3-5
Met or Exceeded Expectations
2015-16**



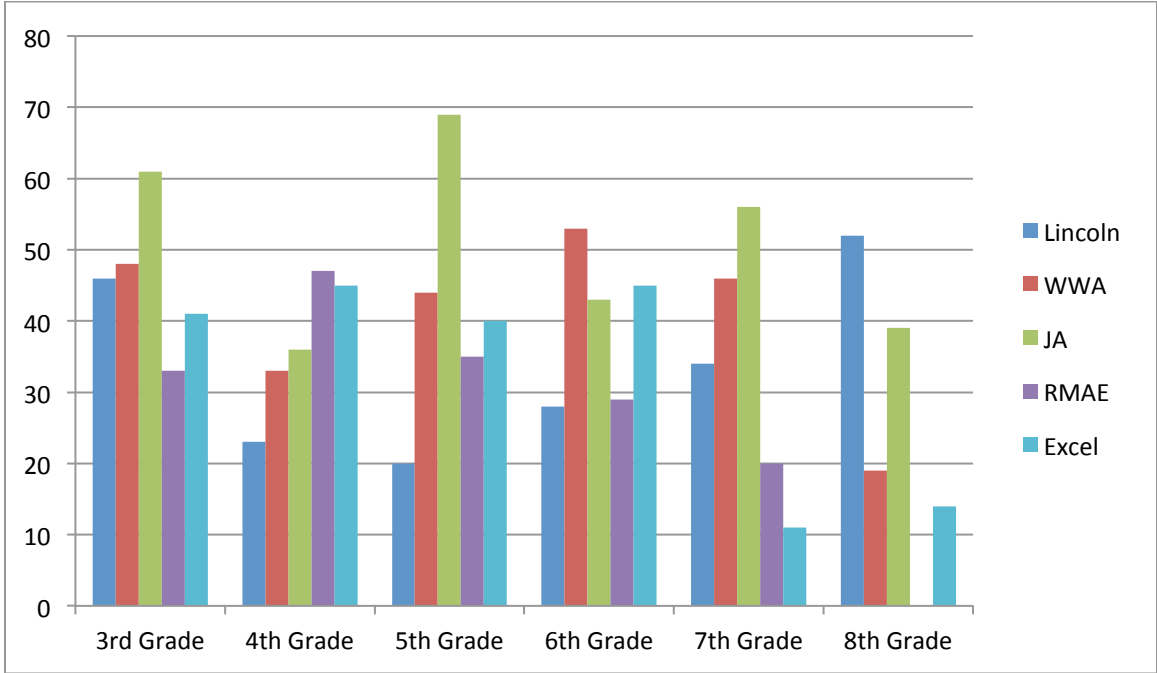
**PARCC Math Grades 6-8
Met or Exceeded Expectations
2015-16**



Comparison Results of PARCC English/LA



Comparison Results of PARCC Math



Science Results

LAMS 8th Grade Science 2016 CMAS Results

44 Students

56.8% Met or Exceeded Expectations (25/44)

22.7% Exceed; 34.1% Met; 29.5% Approached; 13.6% Partially Met

Mean Scale Score: 678 (Max is 900)

Colorado 30.3% (744 Schools) & Jeffco (42 Schools) 38.5% Met or Exceeded

LA 3rd best in Jeffco and 32nd in Colorado (Top 4.3%) by Met or Exceeded Percentage.

2nd best in Jeffco and 19th in Colorado (Top 2.5%) by Mean Scale Score

Best in Jeffco with Percent Exceed (2015 & 2016)

Thoughts to Consider

- We are still teaching the Core Knowledge curriculum and not Common Core – which means the standards of the state may not be covered in the same grade level at Lincoln, but by the time that our 8th graders leave Lincoln they have caught up or in most cases passed their peers in their overall test scores.
- Our 7th grade MAP math scores report that 85% of our students are actually performing at or above grade level, so although our state standardized tests do not represent our students' growth accurately, we are still growing students
- Our Unified Improvement Plan team (which is composed of Andrew Weir, teacher representatives from various grade levels, and representatives from our special education department) is going to dig into some possible whys of our data

Lead in Schools Remediation Program

- Kurt has the instructions and materials needed to conduct the sample gathering. Each source that has to be tested must run 45 minutes and then be dormant for 8 hours. The facilities crew is planning to do the sample collecting on October 7th, the day after conferences when no one is in the building.

Update on Choice Enrollment 2016

Grade	Total Applications received 1-29-16	Total Applications received 8-31-16	Total Applications still on Waitlist as of 8-31-16	Projected Class Size	Currently Enrolled 2016-2017
K	154	168	0	88	88
1	26	36	0	88	88
2	22	31	0	84	81
3	21	31	8	84	84
4	15	20	0	84	83
5	13	22	0	84	84
6	12	17	12	56	58
7	20	26	0	60	63
8	3	7	2	56	60
Totals	286	358	22	684	689

- 1-29-16 was the end of 1st round enrollment
- Since the beginning of August our total applications received have increased by 9
- The total number still on the waitlist represents the number after making offers to the families on the waitlist
- Total Budgeted FTE=649.04
- Total to date FTE = 652.04 (3 over our projected and does not include possible full funding of kinders repeating).

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
- 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.

- 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
- Book Study throughout the year – *Teach Like a Pirate* by Dave Burgess
In this book, the author begins by talking about passion. Most teachers are not passionate about every subject that they teach. Therefore, teachers must find ways to bring passion into their work every day. The author divides passion into 3 distinct categories; content passion, professional passion, and personal passion. In each of these categories he asks a question. "Within your subject matter, what are you passionate about teaching?" "Within your profession, but not specific to your subject matter, what are you passionate about?" "Completely outside of teaching, what are you passionate about?" I plan on using these questions when I meet with the teachers that I am evaluating to engage their thinking about passion because when teachers are passionate filled they become more personally fulfilled as an educator.

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
 - Week of August 22nd 16 classroom visits
 - Week of August 29th 9 classroom visits

- Prioritizing classroom visits in advance
 - I have not put visits on my calendar regularly, however; it is at the forefront of my mind and a priority on my agenda.
 - The ideal would be to schedule one more class visit than needed in a day to plan for interruptions
- 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.

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 – Classroom Visits
 - In this 2nd webinar, the instructor discussed how as a principal we exemplify Mintzberg's 10 Managerial Roles: Interpersonal-Figure Head, Leader, Liaison; Informational-Monitor, Disseminator, Spokesperson; Decisional-Entrepreneur (noticing the strengths of the staff), Disturbance handler, Resource Allocator (PD, time, support), Negotiator.
 - I can be a better leader overall by being in classrooms as it can allow me to make better decisions in all the areas of Mintzberg's Managerial Roles
 - Additionally, the more I am in classrooms the fairer the end evaluation can be and of a higher quality.

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.
 - 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 (the teachers), what they miss from their old school (friends), and what is different about Lincoln (the students said that the kids at Lincoln are nicer than the kids at their old school).
 - After having lunch with students, I emailed parents to inform them that I had spent time with their child and also asked if I could help clarify or answer any questions. I gave first grade students a stuffed leopard like what our kindergarten students receive. This is some of the feedback I have received from parents:
 - *"Just wanted to say thank you for taking the time to have lunch with R and also for giving her the stuffed leopard. She had a great time meeting with you and loves the leopard! My husband and I really appreciate how all of the staff at Lincoln have gone above and beyond in making R's first year amazing!"*
 - "Hi Mrs. Johnson, That is really neat that you do that! A. enjoyed getting special time with you. He loves Lincoln already and so do I! I have been overall extremely impressed. I love the 4th grade teachers, I approve of the core knowledge program, the building is nice, the other parents are great, and I loved your scarf at the academic meeting. Thanks for all that you do for the kids and staff."
 - *"Awesome. Thanks for taking the time to sit with Jillybean!"*
 - "Hi Janelle, Thank you so much for sending me this email! It's the little things (lunch with the Principal, stuffed welcome Leopards, an email from you, etc) that really make Lincoln Academy stand out from other schools. These first few weeks of school have been great for our family. Everyone has been so welcoming and A. adores Ms. Jelinek. We are so happy to be a part of the Lincoln family for years to come!"
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.
3. I will send out individual emails to families before board meetings, PTO meetings, or SAC meetings personally inviting families to attend. *This month I spoke to the staff about attending the board meetings.*
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.