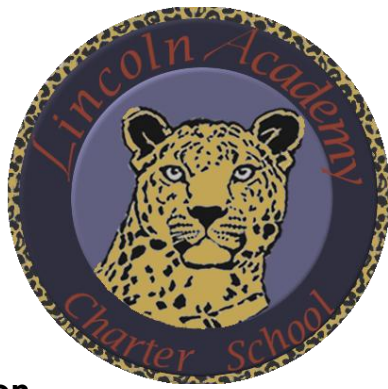




Lincoln Academy Charter School
Principal's Report to the Board
June 2016
"Educating with Excellence"

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.

Staff Retention

Staff Not Returning	Staff Moving to a Different Position	Positions Currently Open	Positions that have been filled
- Judy McKinney (1st Grade) retiring - Cathy Adams (3rd EA) going back to school - Kim Nyquist (4th EA) going back to school - Emma Chambers (4th EA) pursuing teaching career - Karla Morgan (Tech EA) more time with family - Amanda Karlin (Instructional Coach) staying home to be with her baby boys	- Lauren Kunau is moving from AM kinder to 1st Grade - Calee Schrock – PreK-3 Instructional coach and Mentor Lead - Kathie Nozot – moving from Kinder EA to Preschool - Amy Lucero-5th grade EA moving to staff lead of Student Government - Stephanie Studebaker from Specials' EA to 3rd Grade EA	- EA positions - IT director - Secretary	- Erin Schettone - 5th Grade Teacher - Kerrie Hill - 3rd, 4th, 5th grade Special Ed. Teacher - Dawn Bennett AM Kindergarten Teacher - Diane Potter – DSS - Cheryl Wade-Casados– 3rd grade EA

- The average tenure of our teachers is 7 years
- 17 of our 42 teachers have been here 10 years or longer = 40% of our teachers

Update on Choice Enrollment 2016

Grade	Total Applications received 1-29-16	Total Applications received 6-2-16	Total Applications still on Waitlist as of 6-2-16	Projected Class Size	Currently Enrolled 2016-2017
K	154	163	54	88	88
1	26	31	19	88	89
2	22	25	11	84	84
3	21	30	20	84	84
4	15	18	14	84	84
5	13	18	9	84	84
6	12	16	15	56	58
7	20	25	3	63	63
8	3	3	3	56	60
Totals	286	329	148	687	694

- 1-29-16 was the end of 1st round enrollment
- Since May our total applications received have increased by 16
- The total number still on the waitlist represents the number after making offers to the families on the waitlist
- Not including kindergarten we have only 42 openings in grades 1-8
- There are 8 students repeating Kindergarten – possible full time funding for these students next year
- Total FTE=657.04 (possible 660.4 FTE with repeating Kinder funding)
- Total Budgeted FTE=649.04
- Over by 8 FTE (or over 11.36 if we get full funding for our kinders repeating) (over \$57,674.40 or \$81,897.65)

Student Repeating Grade

- 2015-1026 there are a total of 13 student 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
- 2013-2014 20 students were retained
 - 3.3% of our student population
 - 13 kindergartners
 - 4 out of the remaining 7 were new to Lincoln students
- 2012-2013 11 students were retained
 - 2% of our student population
 - 6 kindergartners
 - 4 out of the remaining 5 were new to Lincoln students

READ Plan Update 2015-2016

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.”

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

Grade Level	READ Plan Only	READ + IEP	READ + LEP	READ + IEP +ALP	Total READ Plans
K	3	2	1	0	7
1	6	1	1	0	8
2	3	3	2	2	10
3	3	3	1	0	7
4	2	3	0	0	5
5	1	1	0	0	2
Total	18	13	5	2	39

- **READ**=Reading To Ensure Academic Development
- **IEP**=Individualized Educational Plan
- **LEP**=Limited English Proficiency
- **ALP**=Advanced Learning Plan

Community Opportunity

In June, I spoke to the Jefferson County School Board during their regular June Board Meeting. Although I was incredibly nervous and ran out of my 3 minute time limit, I received positive feedback from members of the board and staff members that work at the district. I shared our school statistics-28% minority, 9% IEP, 10% ALPS, 22% F&R, 12% ELL, 41 out of 42 teachers hold a teacher's license, the average tenure of our teachers, 9,528 volunteer hours etc...shared our staff and student achievements, and thanked the different departments in the district that worked with us this year. Finally invited the board to visit Lincoln.

Principal Goals 2015-2016

Updated information is in green.

Principal Leadership Responsibilities Associated with Managing Change. **Managing Change** involves understanding the implications of change efforts for stakeholders and adjusting leadership behaviors accordingly.

Monitor and Evaluate: I will monitor the effectiveness of the implementation of the new adaptive test, MAP (Measures of Academic Performance) and the impact on student learning.

Developing	Proficient	Accomplished	Distinguished	Comments
--Understands the impact of school practices on student learning and achievement. --Understands the impact that change may have on individuals in the school. . . .	...and Using the data --Monitors the needs and performance of individuals, groups, and the school as a whole.	...and --Routinely works collaboratively with teachers and staff to assess the impact of the program and interventions on student learning and achievement.	...and --Monitors the fidelity and consistency of the implementation of the adaptive test and the impact on student learning and achievement.	

Key Actions

1. At the Parent Academies in August, I will inform parents of the new testing system and the why and how behind the addition of more testing. [Completed](#)

2. By September 1st, I will provide training for 2nd-8th grade teachers on implementation of the adaptive test. [Completed](#)

3. In October, I will provide training for 2nd-8th grade teachers on interpreting the data and professional development on how to target students and improve student growth.

- The date of the training for teachers was September 29th. In addition, I attended NWEA MAP training from the district on September 22nd and training from the Colorado League of Charter Schools on October 23rd.
- Teachers have been meeting with Instructional Coaches in October and November to conduct "data digs" with the MAP information.
 - Teachers are to identify at least one high and one low student and plan ways to meet those students' needs. Various teachers used this as one of their professional goals this year. Here are examples:

"From the data on the MAP test, EMC and RA are going to begin filling in holes with a 6th grade leveled workbook. We will increase the difficulty as we go and move into a 7th grade workbook towards 3rd trimester with formative assessments. All three students made substantial growth throughout the year in terms of work output, conceptual understanding of Algebraic concepts, and in confidence around their math abilities. EMC and RA planned together each week to help the students make the most progress possible. During the months of December and January, students left the traditional classroom halfway through the period to work with EMC on 6th grade concepts which were found to be gaps in their learning. Around February, we moved the students to Khan Academy for the second half of the period, focusing on Algebraic topics such as integer understanding and working with rational numbers. By March, students did not leave the classroom at all. EMC would join the traditional class as much as possible, sometimes assisting the students we were targeting and sometimes helping other students who were struggling with the concept of the day. EMC and RA moved the students back into taking the traditional Saxon tests in the ESS room with moderate assistance from EMC.

Student #1 RIT - 211, Percentage - 16% (Fall - 7%)

Student #2: RIT - 208, Percentage - 13% (Fall - 8%)

Student #3: RIT - 225, Percentage - 42% (Fall - 9%)"

Another teachers' example:

I have identified a struggling group within my math class (see the baseline data below). When given the spring MAP assessment, students in this group will meet or exceed the predicted RIT score from the fall testing window (measuring fall to spring growth). The fall MAP data is a good starting point for differentiation because it has allowed me to group students in similar RIT ranges and identify targeted skills at those RIT range readiness levels for small group support. I believe my students will be able to move 10 or more points by spring. Reflection

MAP is reported to be a very accurate test in terms of showing student's knowledge and progress. However, I do question the accuracy of the spring MAP test. The students had only recently completed three weeks of PARCC testing (testing occurred each school day). They had approximately nine school days before they began the spring MAP tests. I felt that there was less investment on behalf of the students in the spring MAP test that there had been for either fall or winter testing sessions. Most students met or exceeded their MAP Math projections, but the targeted student groups had mixed results.

Student	Fall RIT	Projected Spring RIT	Actual Spring RIT
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#1	188	198	217
#2	196	206	206
#3	200	210	206
#4	204	214	221

- In December, I will be meeting with the teachers to review the data and progress monitor the work they are doing with the identified students.

- In addition, in December I will share resources that are connected with the test that are beneficial to teachers with planning and differentiating instruction for all students.
- For example, MAP is connected to the Math portion of Khan Academy, additionally every student is given a Lexile range (reading ability) and there are resources to get books at the correct reading level for the students.
- The goal would be for teachers to use the data for instructional decision making. The data can help inform a variety of instructional decisions including:
 - Identifying and qualifying students for various instructional strategies
 - Scheduling and grouping to meet students' learning needs
 - Screening for special or alternative instruction
 - Staffing and resourcing
- At this time as teachers look at the data, I believe the one area that has been an ah-ha for many of them is knowing how high the high students are actually performing in their classroom. For example, in 4th grade there is a student reading at a 12th grade level

4. Teachers will share the baseline student data with parents at the October conferences. **Completed**

5. I will share our preliminary results of this first testing session data, analysis and feedback with the board.

Our preliminary results of the first testing session revealed some interesting findings:

- Please see the attached data sheet entitled **Lincoln Academy Map Scores Fall 2015** and the **Norm Table** (this form will help you make sense of the RIT scores) **Under November board minutes– 2015 MAP Student Norms**
- What is a RIT score? Short for Rasch Unit. Or as educators we like to reference RIT with "Ready for Instruction today." A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school. You may have a chart in your home on which you mark your child's height at certain times, such as on his or her birthday. This is a growth chart to show how much he or she has grown from one year to the next. MAP assessments do the same sort of thing, except they measure your student's growth in mathematics, reading, and language usage. The RIT scale is an equal-interval scale much like feet and inches on a yardstick. It is used to chart your child's academic growth from year to year. This type of score increases the value of the tests as a tool to improve student learning because it enables teachers to pinpoint what students have learned and what students are ready to learn.
- It is important to understand that the MAP test is one test at one point in time. It does not measure intelligence or a student's capacity for learning.
- Some things to note:
 - This was the first time that 2nd grade took an online test and we know in watching the students take the test and in the results, students struggled with the format. If you look at the 3 test areas, Language Usage was the last test that students took and the scores were better than the previous 2 tests
 - In looking at the data, at almost every grade level, our students' math scores were the lowest even though they were typically above the national Mean RIT
 - Out of our 10 new 7th and 8th graders, 7 of them scored in the Lo or the LoAvg percentile in math, 4 scored in the Lo or the LoAvg percentile in reading, and 5 scored in Lo or the LoAvg percentile in Language Usage.

6. In December, and in the Spring, teachers will administer the test again and then analyze the data. In addition, they will conference with students about their individual progress. Information for parents will be sent home after the break.

- The second round of testing is underway and staff is beginning to look at the data and the growth for students between the fall and winter testing sessions. I will report the winter data in January when the testing is complete.
- In my goal, I wrote that information would be sent home after the break, however; the school has received information from the district and NWEA that we should not send home the test results during this winter time. The reasoning behind that decision is because without a conversation with the teacher(s) data can be misunderstood.
- Therefore, the teachers will be using this winter data to meet with students individually and set goals.

- On our calendar for next year, we have planned a conference day, so teachers can meet with parents in person to discuss MAP data and other areas of progress in February.
- Information about student progress on MAP will be sent home to parents/guardians in May after the 3rd testing session is complete

7. In January and June, I will once again report to the board about the results of the MAP tests on student achievement and growth as well as feedback from staff, students and parents.

- Please see the additional report that has the MAP data for the winter results. I have also included the norms data chart if you want to reference the RIT scores for mid-year progress.
- Additionally, I would like to ask SAC to add questions on the spring survey to parents about MAP.
- Under the June Board Meeting minutes I have included a report that analyses student data from the fall to spring and compares Lincoln students to the district and national norms.
- I have also included an additional report called the "Student Growth Summary Report". This report shows the projected growth as determined by students' fall scores and their actual growth in the spring.
- As you look at this report you will see that all but one grade made their projected growth in mathematics, which in the fall was an area of concern for us as a school. 7th and 8th grade made significant strides in this area doubling the projected growth score!
- As we have now had one full year of testing, we will continue to analyze the MAP data to help students be more successful.

Principal Responsibilities Associated with **Purposeful Community**. A Purposeful Community is one with the collective efficacy and capability to develop and use assets to accomplish goals that matter to all community members through agreed upon processes.

Culture: I will foster our Lincoln Academy beliefs and a sense of community and cooperation amongst our staff.

Relationships: I will also demonstrate an awareness of the personal aspects of teachers and staff.

Developing	Proficient	Accomplished	Distinguished	Comments
--Demonstrates an understanding of how unity of purpose, teamwork, and commitment to the work are interrelated and support the work of the school and impact student learning and achievement. --Knows teachers and staff on an appropriate personal level in order to keep informed about issues within their lives that may enhance or detract from their performance.	... and --Is the driving force behind a communitywide belief that teachers and staff can impact student learning and achievement. --Creates opportunities for teachers and staff to share personal and professional aspirations, prior experiences and successes, interests, and outside activities.	...and --Assures that unity of purpose, teamwork, and commitment to the work are at the core of all decisions, activities, and initiatives. --Identifies and uses the collection of skills, knowledge, and interests teachers and staff members bring to their jobs to provide opportunities for professional growth.	...and --Monitors, evaluates, and annually updates the school's purpose, shared vision, and the systems and procedures that support the schools purpose and vision. --Identifies and uses the collection of skills, knowledge, and interests teachers and staff members bring to their jobs to provide opportunities for professional growth.	

Key Actions

1. On August 11th, I will begin on-boarding of our new teachers. This process will continue by meeting with new teachers once a month throughout the school year. Ongoing
 - There have been 3 specific staff meetings held for our new teachers since the beginning of the school year. Topics have included such things as Parent/Teacher conferences, training/professional development that our returning teachers have had, and of course norms of Lincoln.
 - One new teacher to Lincoln said moving to a new school is like going to the grocery store when they have remodeled and moved everything around. You know what you need is here, but don't know how to always find it right away. In these meetings and by checking in with new teachers, I am trying to help in the way finding and making notes for our on-boarding time in future years.
 - In continuing to meet with teachers, all new teachers are wanting to return to Lincoln and as an administrative team we would like all to return. One common praise for our on boarding process has been the Mentor/Mentee meetings that are lead by Calee Schrock. Teachers new to Lincoln or in the 2nd year at Lincoln will continue to be a part of those meetings next year.
2. By September 8th, I will develop a schedule, starting with new teachers, to meet with the teachers individually to get to know them and learn about their personal and professional aspirations.
 - I have started this schedule and have had teacher lunches with the new teachers, I would like to continue by connecting with returning staff
 - I have never made the goal to have lunch with returning staff this year.
3. By January 11th, I will report to the Board progress on my meetings with the staff and trends identified.
 - In my meetings with new teachers, I have been getting to know them on a personal level. However, during our monthly mentor/mentee meetings as well as during coaching meetings and formal evaluations, I have been able to identify more of their teaching needs.
 - Some of the teaching needs that have been identified have focused around classroom management and student engagement. We have been able to address those needs in a variety of ways.
 - During Mentor/Mentee meetings there has been instruction on Teach Like a Champion techniques.
 - During evaluations and coaching meetings, we have been giving non-verbal classroom management techniques from ENVOY.
 - For all new teachers, the professional development day on January 4th was with Kagan; which was a professional presentation all staff had last year focusing on a variety of strategies to increase student engagement.
4. By the 2nd semester, I will develop professional development opportunities in which teachers can use their strengths to provide learning opportunities for others on our staff.
 - Teachers had the opportunity to lead break-out sessions during the Colorado Core Knowledge conference. However, only 2 teachers took this opportunity.
 - Currently, teachers are visiting other teachers in Core Knowledge schools to observe best practices. This is part of our Title 2 grant.
 - This opportunity I envisioned with my goal never came to fulfillment as I had planned. I believe this was because we focused on differentiation skills this year in our professional development which was an area for growth for the entire teaching staff.

Principal Responsibilities Associated with **Purposeful Community**. A Purposeful Community is one with the collective efficacy and capability to develop and use assets to accomplish goals that matter to all community members through agreed upon processes

Visibility: Has quality contacts and interactions with teachers

Developing	Proficient	Accomplished	Distinguished	Comments
-- Develops a systematic and strategic plan for visibility that includes frequent visits to classrooms.	...and --Implements the strategic plan for visibility that includes frequent visits to classrooms.	...and -- Utilizes a purposeful and meaningful feedback process for teachers that reinforces school culture and improves student achievement	...and --Analyze the feedback from the teachers about the usefulness of the visits and make adjustments to the process if needed	

Key Actions

- By September 1st, I will develop a schedule and method for logging at least six individual classroom observations per week with feedback between September 14th and May 6th.
 - I have completed the first round of my formal observations of the teachers that have been assigned to me
 - This process includes meeting with the teacher before the visit and reviewing their lesson plan, asking questions about their professional preparation and questions about anything they would like me to specifically watch while in the observation
 - Second, I visit the classroom on the planned time and day – this is usually for 60-90 minutes. During my visit I often type what the teacher says and observations of the students and classroom environment
 - Third, I complete a summary report which include growth producing feedback and positive progress
 - Lastly, I meet with the teacher to go over the forms and ask how they thought the lesson went
 - This process can take 3-4 hours in total to complete for one teacher.
 - I have also been conducting the informal walk through of classrooms
 - Currently these walk-throughs have been in classrooms where I have not done a formal observation
 - Between November and January, I will conduct walk-throughs in the classrooms in which I have had a formal observation, so I can progress monitor the feedback given to the teacher.
 - In my goal of informal walk through of classrooms was at least six per week – I have not been able to maintain those visits throughout the year. Since January I am getting in one classroom a week for informal observations.
 - I have begun my 2nd round of formal observations and am seeing growth in teachers since the first round. However, I should be beginning my 3rd round of formal observations and am behind in my schedule.
 - I was only able to complete 2 rounds of formal observations this year.
- By September 14th, I will develop a tool with my administrative team that will allow the team to conduct 10-minute unannounced observations and will provide brief feedback.
 - Completed
 - Please see the 2015-2016 Walk Through form that is uploaded to the board website

- Although I said 10 minute unannounced observation (Walk-through) these visits have been more in the length of 30 minutes.

3. By January 11th, I will share with the board at least 3 (anonymous) samples of feedback I've written and any trends observed.

- Please see the attached walk through forms with feedback. The samples include 2 veteran teachers and 1 new teacher. Even with veteran teachers reminders about non-verbal classroom management techniques are important and definitely have been a trend.

4. In November and again in April, I will solicit anonymous feedback from teachers about their perceptions of the usefulness of the unannounced visits and feedback.

- My administrative team and I will create a survey for teachers to provide their feedback on the observation process this year. This will happen in April and I will report to the board in June on the results.
- We sent out the survey and received 43 responses back
- From the results that were gathered the staff replied that they would like more informal observations in a year rather than formal planned observations.
- However, they did like have 2 observations; one in the fall and then in the spring to show growth in the areas of needed improvement.
- Here is specific feedback from one teacher, "Janelle was able to watch me and give me specific feedback that I could put into proactive right away. I also appreciated that all of the observations were different. The first one she gave me feedback. The second, I watched the video and then we discussed. Others were informal pop-in observations where she offered encouragement on improvements that she saw."
- Overall, teachers reported that less paper work to fill out for the observation before and after and less on the rubric was appreciated
- Seeing the rubric ahead of time and getting feedback right away was also appreciated
- Teachers really appreciate the informal observations. As one teacher reported, "...drop-ins are better for observing a teacher's performance. I'll admit that I did prepare for my visit. I picked a subject that required me to present and open up for discussion...I did attempt to stack the deck in my favor."