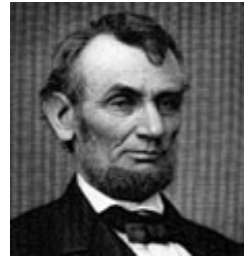




The Mission of Lincoln Academy is to help students attain their highest social and academic potential through an academically rigorous, content-rich educational program in a safe, orderly, and caring environment.



Lincoln Academy Board of Directors

Regular Business Meeting

Minutes for Monday, October 13, 2014

Lincoln Academy Student Center

6:30 p.m.

1. Preliminaries

- a. Call to Order: President Doug Neely called the meeting to order at 6:30 pm.
- b. Welcome to Guests and Introductions:
 - i. LA staff members present were Christy Goodman, Sarah Jacobson, Enoch Miller, Cindie Poulter, and Andrew Weir.
 - ii. Additional guests present were Carleen Clark and Amy Owens.
- c. Roll Call: All directors were present: Jeff Baucum, Phil Courtney, Ben DeGrow, Kristi Geisz, Janelle Johnson, Derek Luyk, Doug Neely and Carrol Robinson.
- d. Hearing of Persons: None at this time

2. Consent Agenda: The following items were approved by general consent:

- a. Minutes of the last regular business meeting on 9/8/14
- b. Tonight's agenda with minor amendment

3. Reports to Board

- a. UIP Overview: Assistant Principal, Andrew Weir, described the development of the school's Unified Improvement Plan for this year (see attached presentation).
 - i. The UIP speaks to what we want or need to improve at our school.
 - ii. Tentative areas of focus this year:
 - Writing in both elementary and middle school grades
 - Middle school math
 - iii. Additional new data will be analyzed to determine whether more areas are needed.
- b. LA Bond - Executive Session: ***Motion 08-10-2014***
As authorized by C.R.S. 24-6-402(4) and JCSD Policy BE/BEA/BEB
 - i. At 7:05 pm, Derek Luyk motioned that we move into executive session for the purpose of receiving legal advice on specific legal questions as authorized by C.R.S. § 42-6-402(4)(b), inviting the Board's attorney, Carleen Clark, and LA Financial Secretary, Cindie Poulter into the session. The motion was seconded and unanimously approved via roll call vote.
 - ii. At 7:41 pm, executive session was adjourned by general consent and the regular business meeting was resumed.
- c. Principal's Report
 - i. Janelle presented her written report (see attached documents).
 - ii. There was discussion about the teacher observation process.

4. Committee Reports

- a. Governance: Committee chairman, Derek Luyk, reported that he is working on "more robust" documentation.
- b. Facilities: Committee chairman, Carrol Robinson, had nothing new to report.
- c. Finance
 - i. Board treasurer, Jeff Baucum, reported that September financials are on track.
 - ii. Jeff presented budget updates and staff salary proposals in light of our increased funding this

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year (see attached PowerPoint presentation).

iii. Revised 2014-15 Budget Proposal: **Motion 09-10-2014**

- Board member Carrol Robinson excused himself from the room for the vote and discussion of this motion due to potential conflict of interest (his wife is director of the preK program).
- Jeff Baucum moved that we approve the updated 2014-15 budget as proposed with the additional salary adjustment to account for staff raises up to \$125,000. The motion was seconded and after much discussion, approved by the voting members present: Jeff Baucum, Ben DeGrow, Kristi Geisz, Derek Luyk and Doug Neely.

- d. School Accountability Committee (SAC): Committee chairman, Ben DeGrow, reported that the next meeting will be on October 28th to discuss the UIP.
- e. Development: Committee chairman, Kristi Geisz, submitted her written report (see attached).
- f. Facilities Growth Committee: Committee chairman, Phil Courtney, submitted his written report (see attached).

5. Old Business: Committee Updates

- a. Board secretary, Kristi Geisz, reported that the board committee focus in the Lincoln Loop this month will be the Facilities Growth Committee.
- b. A description of board committees will be added to the Board of Directors page of the school website.

6. New Business

- a. Dress Code: Doug Neely led discussion about complaints received concerning the newly updated dress code.
- b. Board Classroom Visits: The board will be making informal visits to classrooms over the next month. These visits are done to learn more about our program and what is going on at our school in general, not to evaluate teachers or staff.
- c. Assess Current Policies & Create Plan: Derek Luyk reported that he has developed 4 guiding principles for policy document formation.
- d. Consider First Draft of Dashboard: Derek presented his draft for feedback (see attached).
- e. Principal Evaluation: The board of directors will complete evaluations this month to be discussed in executive session at the November meeting.
- f. Board Training Modules
 - i. Doug Neely led discussion.
 - ii. It is important that all directors complete these modules in order to educate ourselves.
- g. Charter School Policy and Facility Summit: Ben DeGrow, who attended, reported on highlights of the summit.
- h. Review Annual Charter Services Summary: Doug Neely led discussion of the attached document.
- i. JCSC Update: Doug Neely reported on the most recent meeting of the Jeffco Charter Schools Consortium.

7. Board Lessons Learned and Action Items

- a. Lessons Learned: None at this time
- b. Action Items
 - i. Attend PTO meeting tomorrow night - Ben
 - ii. Board Training Modules – Please review these modules prior to the next board meeting:
 - Sunshine Law
 - Productive Board Meetings
 - Effective Committees
 - iii. Set timeline for discussion of merit pay rubric – Doug and Janelle
 - iv. Feedback on dashboard to Derek – All
 - v. Principal evaluation to all – Doug
 - vi. Return evaluations to Doug before next meeting – All

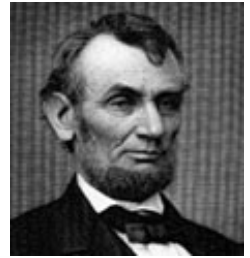
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- vii. Update strategic plan status – Kristi
 - viii. PP Presentation on staff pay with historical data to Kristi – Doug
 - ix. Post PP Presentation on staff pay with historical data to Board webpage – Kristi
 - x. UIP presentation to Kristi for posting - Doug
8. Announcements
- a. Next regular BoD business meeting – Monday, November 10th, 6:30 PM – Student Center
 - b. Next PTO Meeting – Tuesday, October 14th, 6:30 PM (Ben DeGrow attends) – Student Center
 - c. Board Legal Training – Wednesday, October 15th – Jeffco District Headquarters
9. Adjourn: At 10:07 pm, the regular business meeting of the Lincoln Academy board of directors was adjourned via general consent.

Minutes respectfully submitted,
Kristi Geisz, Secretary
Lincoln Academy Board of Directors
Minutes approved 11/10/14



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.



Lincoln Academy Board of Directors

Regular Business Meeting

Agenda for Monday, October 13, 2014

Lincoln Academy
Student Center
6:30 p.m.

	<u>Time Allotted(min)</u>	<u>Motion</u>
1. Preliminaries (Doug Neely)	5:00	
a. Call to Order		
b. Welcome to Guests and Introductions		
c. Roll Call		
d. Hearing of Persons		
2. Consent Agenda (Doug Neely)	1:00	
a. Approve Minutes of Last Board Meeting		
b. Approve Agenda		
3. Reports to Board		
a. LA Bond (Carleen Clark)	15:00	Yes
b. UIP Overview (Andrew Weir)	20:00	
c. Principal's Report (Janelle Johnson)	10:00	
4. Committee Reports		
a. Governance (Derek Luyk)	5:00	
b. Facilities (Carrol Robinson)	5:00	
c. Finance (Jeff Bacum)	45:00	
i. Revised 2014-15 Budget proposal		Yes
d. School Accountability Committee (Ben DeGrow)	5:00	
e. Development (Kristi Geisz)	5:00	
f. Facilities Growth Committee (Phil Courtney)	5:00	
5. Old Business		
a. Committee Updates (Kristi Geisz)	5:00	
6. New Business		
a. Dress Code (Doug Neely)	5:00	

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- | | | |
|---|-------|-----|
| b. Board Classroom Visits (Doug Neely) | 1:00 | |
| c. Assess current policies & create plan (Derek Luyk) | 5:00 | |
| d. Consider first draft of dashboard (Derek Luyk) | 10:00 | Yes |
| e. Principal Evaluation (Doug Neely) | 5:00 | |
| f. Board Training Modules (Doug Neely) | 5:00 | |
| g. Review Annual Charter Services Summary (Doug Neely) | 5:00 | |
| h. JCSC Update (Doug Neely) | 5:00 | |
| 7. Board Lessons Learned and Action Items | 5:00 | |
| 8. Announcements | 1:00 | |
| a. BoD Monday – November 10 th – Student Center | | |
| b. PTO Meeting Tuesday – October 14 th – Student Center (Ben DeGrow) | | |
| c. Board Legal Training - October 15th – Jeffco District Headquarters | | |
| 9. Adjourn | | |

Board Training Modules – Please review these modules prior to the next board meeting:

- Sunshine Law
- Productive Board Meetings
- Effective Committees

To prepare all students for their future endeavors by providing a comprehensive Core Knowledge® education.

Unified Improvement Plan Update

You may have read via a school-wide message that Lincoln recently updated our Unified Improvement Plan, or UIP. This document is required by Colorado for all schools. The UIP, as its name implies, tells about how schools can improve. Our school wrote our UIP based on the Colorado School Performance Framework. The SPF is based on the recent state test data (TCAP). The SPF tells about how well a school performs in various areas including overall achievement, overall growth, the growth of typically underserved populations, and lots of other fascinating detailsⁱ

For your benefit though, we will identify some key points of both our SPF and UIP. Over the next few weeks we will be offering some straightforward thoughts on our performance and how we can improve as a school. Our school has had several groups look at the UIP and SPF including a staff data cadre, the School Accountability Committee and our board.

A good place to begin is our overall performance. How does Lincoln rate overall? We are pleased to inform you that we are rated as a “performance” school. That means that our overall achievement and growth are high. In every academic area, our school is performing well above the required standards for achievement. In terms of overall growth we are also meeting standards. Because of this, our UIP is written to enhance what we are already doing rather than reform our school in some way. Next week we will offer a description of some areas of growth that we see as a school. Essentially our growth focus will be on writing, and differentiating for the needs of all learners. More next week!

Regards,

The Lincoln Academy Administrative Team

ⁱ Please feel free to visit <http://www.cde.state.co.us/schoolview/coloradogrowthmodel> and then select “Public Growth Model,” click on “View Data,” choose “Search,” select Jefferson County and choose “View Performance.” It is a few clicks worth of work, but when you find Lincoln Academy, you can begin to compare our school with other schools in the district, examine overall achievement versus our growth, look at different content areas, and get a better sense of where we stand in the district. The program is very interactive with lots of visual demonstrations of how the numbers look on an animated graph.

Unified Improvement Plan Update Part 2

Last week in the Lincoln Loop we began examining our Unified Improvement Plan. We discussed how Lincoln is a “performance” school with high achievement. However, our school strongly believes that we can always improve. This week we’re going to examine Lincoln Academy’s goals for growth as a school.

The most significant major focus of our UIP is writing. This is the same goal as last year. Looking back on our improvement goals, we have had modest improvement. This is encouraging for an already high achieving school. Almost all classes met last year’s UIP goals.

Last year the action part of our growth plan was to create a sequence of skills for all students from kindergarten through eighth grade so that each teacher could more effectively build on the achievements of the previous grade—we looked at **what** we teach. This year we are capitalizing on that work by examining our school-wide practices around writing—focusing on **how** we teach. This includes creating a K-8 measure (rubric) that students and teachers can measure success against and examining teaching strategies and curriculum resources. When these improvements are completed, we will have an even more solid “Lincoln Academy Way” for teaching writing.

Two areas of improvement also appeared in our UIP as required by Colorado. While our achievement in all areas remains high, students in middle school can improve their level of growth (distinct from achievement) in math. To respond to these needs in math, we have focused on differentiation in instruction for students as well as changes to our curriculum to support all students. For example, our Think Through Math program individualizes a part of the math curriculum for each student by offering them unique lessons and challenges on a computer. In compliance with the state of Colorado we have also adopted a goal of reducing the number of non-proficient students in reading, something that has always been an important part of our mission.



Lincoln Academy Charter School

Office of the Principal

October 2014 Report to the Board

"Educating with Excellence"

Staff Theme for the Year

Make Every Moment Count!

Never give up. Do what you love. Be true to who you are. Make time to enjoy the simple things in life. Spend time with family. Forgive even when it's hard. Smile often. Be grateful. Be the change you wish to see in the world. Follow your dreams. Try new things. Work hard. Don't count the minutes count the laughs. Embrace change. Trust in yourself. Be thankful. Be nice to everyone. Be happy. Live for today. And above all...MAKE EVERY MOMENT COUNT!

Parent Interaction

- I have had several formal meetings with parents some of the issues have been regarding the following:
 - Meetings regarding student placement in class
 - Student dress code
 - Our policy in middle school regarding student book fines
 - Communication requirements of the school between two parents
- I have had phone call conversations with parents
 - Regarding student dress code
 - Playground incident
 - Discipline
- Daily
 - Being available and visible before school and after school

Preliminary October Count Number

- 583.62
- Budget 584

Process of Teacher Observations

- Each teacher is observed formally at least once during the year. New to Lincoln teachers are observed at least twice. Teachers that have areas of concerns are also observed formally at least twice.
- In the formal observation the teacher completes the **pre-observation form** which includes the **lesson template** and the **post observation form**. The observer completes a **summary** of the observation as well as the **rubric**. An example of these forms has been uploaded to the board website under the October meeting.
- The teacher observations have been divided between Andrew, Lindsey and me. Currently each of us has conducted six formal observations. After each observation we meet with the teacher to discuss the growth producing feedback, positive progress as well as any other topics that might arise.
- Currently this year, as a school we are focusing our professional development on **7 indicators** from the complete teacher observation rubric. Last year we looked at the performance of the teachers specifically in these 7 areas and have collected that base line **data**.
- Additionally teachers are working on their **goals** for the year. Attached to the October agenda are the forms teachers will be using and some **examples** of what the work might look like.
- In addition, there is a **walk through observation** Form. This form can be used when an administrator spends 15-30 minutes in a class. This form is completed while observing the classroom and then emailed to the teacher for immediate feedback.
- All forms in **bold** have been downloaded to the website.

Summary of Administrative Meetings

- The majority of our time has been spent on being thoughtful about revising the observation and goal forms and well as giving guidance of the observation process here at Lincoln
- Continuing to understand and talk about norms. (for example: how do grade level partners work, the role of the EA, safety issues)
- A take away for me has been learning about the traditional progressive discipline process that is in place with schools in which teachers are part of the union

Classroom Walk Through Trends

- Currently, a trend that is being seen is some teachers are not following through with what is being asked verbally – mostly around student expectations of behavior
- Teachers have shown great improvement about displaying and verbalizing the objective of lessons.

Mrs. Teacher

10-16-13

Observation Summary

- Teacher presented a lesson that enabled students to learn the differences of school in Japan and school in the US.
- She did a review of what students have already learned about Japan and then Teacher presented the new information about school through the use of books and discussion.
- Students had the opportunity to fill out a Venn Diagram together as a class outlining the differences and similarities between the two schooling systems.

Growth Producing Feedback

- The review of the previous days' learning was 12 minutes long, the reading portion of the lesson was 10 minutes long, 14 minutes for reading the paper and discussion, 14 minutes to fill out the Venn Diagram as a class
 - In this lesson, I would recommend that the review or the anticipatory set be significantly shorter than the other parts of the lesson – keeps engagement of students and the lesson moving
- Students were having a hard time remembering the information just read, I recommend that students highlight what is being read – differences or same – perhaps to keep them engaged and to also use as a tool when filling out the Venn Diagram
- How could you incorporate something like SLANT or STAR in your classroom?
- It is important to share the teaching target or objectives of the lesson with students that way students can articulate what they are learning
 - For example – We will explore the differences between education and schools in Japan and the US.

Positive Progress

- Clearly established routines and procedures – students knew what to expect and what was expected of them
- The classroom environment is warm and inviting and set up to maximize learning
- Positive interactions with students
- Good use of physical activity during the lesson – silent touch and chair push-ups
- Good use of proximity to change students' behavior
- Positive use of I statements – “I like how..., I want you to listen...”
- Materials ready and prepared for lesson
- The lesson had closure and students were able to write about the new knowledge as well as share orally
- Called on a variety of students and when a student didn't know you stated you would go back to that student and you did
- Also prepared a student to answer a question later ensuring the student had plenty of wait time

Observer's Signature: _____

Observer's Title: _____

Date: _____

I am familiar with and understand this observation.

Teacher Signature: _____

Date: _____

Lincoln Academy Charter School
Focus Indicators from the Teacher Rubric

	Indicator	% of teachers that are Highly Effective	% of teachers that are Effective	% of teachers that are Partially Effective	% of teachers that are Ineffective
Professional Preparation	d. Develops lesson plans incorporating effective lesson design	15%	78%	7%	0
Professional Techniques	a. Communicates to students expectations for learning	11%	79%	7%	4%
	b. Models and facilitates higher-level thinking, problem solving, creatively and flexibility (for example: Depth of Knowledge)	7%	79%	14%	0
	c. Adapts instruction to meet the instructional needs of all students	11%	89%	0	0
	f. Explicitly communicates criteria for student success	11%	82%	7%	0
	h. Maximizes available instructional time	25%	71%	4%	0
Professional Responsibilities	b. Establishes and maintains professional communication which is clear, responsible and respectful	4%	89%	7%	0

Lincoln Academy Charter School
Focus Indicators from the Teacher Rubric

	Indicator	Highly Effective	Effective
Professional Preparation	d. Develops lesson plans incorporating effective lesson design	Incorporates, adapts and refines elements of an effective lesson design, including a stated learning goal, a variety of guided and independent practices, differentiation, closure and assessment	Incorporates elements of an effective lesson design resulting in a coherent, appropriately sequenced lesson including a stated learning goal, guided and independent practices, differentiation, closure and assessment
Professional Techniques	a. Communicates to students expectations for learning	Students are able to articulate the lesson goal in a broader sense	Clearly communicates learning goals so that students are able to articulate goals
	b. Models and facilitates higher-level thinking, problem solving, creatively and flexibility (for example: Depth of Knowledge)	Models and creates structures that facilitate the transfer of higher-level thinking to new and/or unpredictable situations resulting in high levels of student engagement and student-generated questions	Models strategies to promote higher-level thinking for students to interact with rigorous and challenging content in a meaningful way that elicits thoughtful responses from students
	c. Adapts instruction to meet the instructional needs of all students	Consistently demonstrates and adapts appropriate and varied research based teaching strategies, lessons, and techniques to meet the needs of all students, allowing all students to learn to greatest ability	Consistently demonstrates appropriate and varied research based teaching strategies, lessons, and techniques that meet the needs of all students, supporting students to learn to greatest ability
	f. Explicitly communicates criteria for student success	Performance criteria is utilized by students to assess and adapt their performance	Provides clear performance criteria and guidance for students to determine performance levels (i.e. rubrics, exemplars, student self-assessment, etc...)
	h. Maximizes available instructional time	Matches appropriate instructional time for content, incorporates appropriate pacing, has smooth transitions between activities, engages students in rigorous learning for the entire time period and modifies assignments or tasks based on student need	Matches appropriate instructional time for content, incorporates appropriate pacing, has smooth transitions between activities, engages students in rigorous learning for the entire time period
Professional Responsibilities	b. Establishes and maintains professional communication which is clear, responsible and respectful	Models for others, using precise, accurate language appropriate to the situation and audience	Uses language that is precise, accurate, and appropriate to the situation and audience

2014-15 Classroom Walk-Through Observation Form

Teacher _____ Date _____

Subject/Grade _____ Time _____

While I was in your classroom, I observed the following components of effective teaching. Anything left unmarked was not observed at this time:

Classroom Environment ○ Positive interaction: student to student, teacher to student, and student to teacher ○ Management of student behavior (positive reinforcement) ○ Evidence of culture for learning (classroom posters, student work, PRIDE poster, classroom rules, etc...) ○ Clear behavioral expectations Comments:	Planning & Preparation ○ Develops lesson plans incorporating effective lesson design: anticipatory set, direct Instruction, guided practice, independent work, closure ○ Objective posted ○ Objective is clearly communicated to students ○ Coherent instruction ○ Assessment of student learning ○ Clear academic expectations for student success is communicated Comments:
Instruction ○ Clear, professional, respectful and accurate communication ○ Models and facilitates higher-level thinking, questioning, and discussion techniques(DOK) ○ Differentiation ○ Checking for understanding ○ Students are engaged in learning/on task ○ Flexibility and responsiveness to meet the instructional needs of all students ○ Modeling ○ Maximizes available instruction time ○ Objective is reviewed Comments:	Effective Teaching Strategies ○ Nonverbal cues/ENVOY ○ Cooperative learning ○ Everybody Writes, Wait Time, Cold Call, Vegas ○ SLANT, Entry routine, Do Now, Threshold ○ Setting goals and providing feedback ○ Summarizing and note-taking ○ Feedback to students ○ Reinforcing effort and providing recognition ○ Homework and practice ○ Activating prior knowledge (cues, questions, and organizers) Comments:

Supervisor Name & Date _____

Mrs. Teacher

10-16-13

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 - In this lesson, I would recommend that the review or the anticipatory set be significantly shorter than the other parts of the lesson – keeps engagement of students and the lesson moving
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Positive Progress

- Clearly established routines and procedures – students knew what to expect and what was expected of them
- The classroom environment is warm and inviting and set up to maximize learning
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- Materials ready and prepared for lesson
- The lesson had closure and students were able to write about the new knowledge as well as share orally
- Called on a variety of students and when a student didn't know you stated you would go back to that student and you did
- Also prepared a student to answer a question later ensuring the student had plenty of wait time

Observer's Signature: _____

Observer's Title: _____

Date: _____

I am familiar with and understand this observation.

Teacher Signature: _____

Date: _____

Professional Growth Goals 2014-2015

SMART Goals
S=Specific
M=Measureable
A=Attainable
R=Realistic
T=Timely

Name _____

Personal Professional Growth Goal (Related to the Rubric Indicator)	General Information --Subject, Grade Level(s) Included --Student(s) Included --Time Interval (Tri, Whole Year, etc...)	Goal Plan - Indicator Being Used from the Rubric - Learning Goal Statement (SMART) - Rationale for this Goal	Plan of Action - What I will be doing in my classroom - What my students will be doing in my classroom - Evidence/Outcomes	Points Calculation (out of 5 points)
	All My Grade All Whole Year	Professional Techniques, a: Communicates to students expectations for learning. My goal is to develop and use objectives in at least 3 lessons per day, 4 days per week. Both students and teachers are able to perform better when they know what the end result should be. When I can clearly communicate it to the students and students can articulate the goal, we are all more successful. I also scored partially effective on this indicator on my previous observation.	I will develop a set of 10-20 general objectives that I can use regularly for subjects like reading, writing, and math. I will also develop more specific goals as I write lessons. I will also include introducing the objective at the beginning of each lesson and reiterating it throughout the lesson, as needed. Students will be aware of the objective, be able to state the objective (in general) for the lesson, and relate it to what we are learning in a broader sense. I will keep track of my objectives in my lesson plan book and keep a log of how the objectives were used in class.	1 point for developing 10-20 general objectives 1 point for keeping track of my goals in my lesson plan book each week for 3 lessons per day, 4 days per week 1 point for keeping a log of how I track my objectives 1 point for receiving Effective on this indicator on my observation 1 point for receiving highly effective on this indicator on my observation
	All My grade All Now until December	Professional Techniques, h: Maximizes available instruction time. My goal is to limit time lost in the classroom by implementing effective transition techniques throughout the day. When transition time is limited, we are able to accomplish more throughout the day.	I will be modeling no more than 3 transition techniques during a 2 week period (writing directions in color on the board, implementing an auditory signal for getting their attention, and modeling the shortest path for them to take from place to place in the room). I will model them, we will practice them, and then we will implement them. I will use a stopwatch on the board to show how much time we are using. I will offer incentives to help motivate them to move efficiently and quickly. Students will learn the transition techniques and rate themselves on their ability to do each transition. I will keep track of the time we use in transitions for at least 3 days per week for 3 months.	1 point for lowering our transition times by 3 minutes/day 1 point for lowering our transition times by 5 minutes/day 1 point for lowering our transition times by 8 minutes/day 1 point for implementing the 3 signals and using them regularly 1 point for students being able to name the techniques and how they have helped our class function better

Student Academic Growth Objectives/Body of Evidence (DIBELS, TCAP, BEAR, DRA ² , Writing Rubric, etc...)	General Information --Subject, Grade Level(s) Included --Student(s) Included --Time Interval (Tri, Whole Year, etc...)	Goal Plan • Learning Goal Statement (SMART) • Rationale for this Goal • Baseline Data	Plan of Action • Performance Targets (Outcomes) • What I will be doing in my classroom • What my students will be doing in my classroom	Points Calculation (out of 5 points)
	Literacy Grade Student Name Whole Year	My goal is to move "X student" up one level on the 2013-2014 TCAP writing test by targeting instruction one session per month. Writing is the focus of our school this year and I would like to target this student's needs in a one on one format. This student's score was Proficient with a score of 530.	This student will move from Proficient to Advance on the writing TCAP. I will meet with the student 1x per month and keep a log of our activities. My student will focus on writing by having additional activities to do when they are done with other work.	4 points for conferencing monthly 1 point for their score
	Literacy/DIBELS Grade Student(s) Name(s) Now until January	My goal is "X Students (4)" will learn how to separate beginning sounds from the rest of the word and will score at least a 25 on the January FSF DIBELS. Phonemic Awareness is essential in the development of reading & writing skills....ETC Student Scores from September: 0	Target=25 by January Students will receive additional instruction on FSF in small groups 3x per week. I will send home additional resources to parents and I will progress monitor students at least 3x per month. I will record all of this work in a log.	1 point for each student who reaches their performance target 1 point for activities and progress monitoring
Pre- and Post-Assessment (Teacher-Created Tests for units or trimester or school year)	General Information --Subject, Grade Level(s) Included --Student(s) Included --Time Interval (Tri, Whole Year, etc...)	Goal Plan • Student Growth Target (SMART) • Baseline Data (Written after the Pre-Assessment) • Growth Target (Outcomes) • Include a copy of the Pre/Post Assessment	Plan of Action (To be filled in after the Pre-Assessment) • What I will be doing differently in my classroom based on the Pre-Assessment Data	Points Calculation (out of 5 points)
	Science My Grade All students in class 1 Unit on "X" subject	My goal is for 85% of my students (24 out of 28 students) to improve their knowledge to 75% or better on "X" subject over a 2 week period as measured by pre and post assessments. 27 out of 28 students received a 30% or lower on a pre-assessment. 24 out of 28 students will improve their scores to 75% or better on the post assessment Test included	As a result of my pre-assessment, I will be focusing our unit more on "X" topic. 25 out of 28 students were able to answer questions correct about "X" topic, so instead of spending an entire class period on that topic, we will simply review it and spend more time during the unit on "Y" topic. I will review the material more in depth with the students who did not correctly answer these questions. As a result, we will be able to add an additional lab to this unit.	2 points for written modifications to the unit following the pre-assessment 1 point for 85% of my students improving their scores to 75% or better 1 point for 90% of my students improving their scores to 75% or better 1 point for 85% of my students improving their scores to 80% or better

Lincoln Academy Observation Lesson Plan Template:

The Purpose of this template is to offer teachers:

1. an organized way to communicate their thinking about an observed lesson
2. a pattern for thinking about the necessary components of future lessons (though those components are not always written down formally)

Unit Content Objective:

Students will know... (please include Core Knowledge content addressed)

Unit Skill Objective:

Students will be able to... (please include key State Standards addressed)

Deeper Understanding Desired in this Unit: (optional)

Please address one of the following:

Lesson Content Objective:

Today the student will know...

OR

Lesson Skill Objective:

Today student will be able to...

Where will the unit/lesson objective be posted for students?

When will the objective be referred to in the lesson?

Plan of Procedure:

Anticipatory Set

Direct Instruction

Guided Practice

Independent Practice (including any cooperative work)

Closure:

Formative Assessment: How do we know if the students got it? (may or may not be given that day)

Differentiation: (may include supporting student engagement, providing scaffolding for struggling students or providing challenge for students with greater readiness)

What would you like the observer to give feedback about from this lesson? (student engagement, management, content clarity, questioning, etc.)



Post Observation Reflection

The purpose of this document is to help guide your thinking and discussion about the lesson observed. Please answer the questions on this sheet. Thank you for taking the time to reflect on your teaching.

Teacher _____ Date _____ Grade _____

Content Observed _____

1. What components of your lesson were successful? Please elaborate.
2. What would you do differently the next time? Why? How would doing it differently change the outcome?
3. Share about some successes you've had with adapting your instruction/assignments to meet the needs of all students in your classroom.
4. What information do you use to modify whole-group and individualized instruction?
5. What progress have you made on achieving your professional goals? What else needs to happen to achieve those goals?
6. In what ways can I help?



Pre-Observation Reflection

The purpose of this sheet is to guide your thinking about the lesson plan and give the observer some background information.

Teacher: _____ Date of Formal Observation: _____

Years of Teaching Experience: _____ Years at LA: _____

Grade Level & Content being Observed: _____

Please circle/highlight if this is: new material, middle of the unit of study, or near the end of a unit of study.

Questions About Your Classroom Environment

1. How do you communicate classroom management expectations to students and parents?
2. What is your turn around time on assignments and tests? How frequently will students receive specific feedback from you about how well they are doing?
3. How do you motivate students and ensure that all students are sufficiently engaged in learning activities?
4. What are the expectations for students as you begin class? How do they know these expectations? How do you transition students to the next stage of learning?
5. How are you implementing our current behavior system (Redirect, Leopard Medals and PRIDE)? What results are you seeing?

Questions About Your Professional Preparation & Growth

1. What have you done in the last sixth months keep your subject knowledge and pedagogy up-to-date and accurate?
2. How have you used this learning in your teaching in the last month?
3. How have you worked collaboratively with others to develop this lesson and/or unit?
4. In the last week, how have you made cross-curricular writing connection in your lessons?
5. Outside the classroom how are you helping Lincoln Academy to grow as a teaching and learning community?

Questions About This Lesson

1. Please fill out the attached template.

Professional Growth Goals 2014-2015

SMART Goals
S=Specific
M=Measureable
A=Attainable
R=Realistic
T=Timely

Name _____

Personal Professional Growth Goal (Related to the Rubric Indicator)	General Information --Subject, Grade Level(s) Included --Student(s) Included --Time Interval (Tri, Whole Year, etc...)	Goal Plan - Indicator Being Used from the Rubric - Learning Goal Statement (SMART) - Rationale for this Goal	Plan of Action - What I will be doing in my classroom - What my students will be doing in my classroom - Evidence/Outcomes	Points Calculation (out of 5 points)
Student Academic Growth Objectives/Body of Evidence (DIBELS, TCAP, BEAR, DRA ² , Writing Rubric, etc...)	General Information --Subject, Grade Level(s) Included --Student(s) Included --Time Interval (Tri, Whole Year, etc...)	Goal Plan - Learning Goal Statement (SMART) - Rationale for this Goal - Baseline Data	Plan of Action - Performance Targets (Outcomes) - What I will be doing in my classroom - What my students will be doing in my classroom	Points Calculation (out of 5 points)
Pre- and Post-Assessment (Teacher-Created Tests for units or trimester or school year)	General Information --Subject, Grade Level(s) Included --Student(s) Included --Time Interval (Tri, Whole Year, etc...)	Goal Plan - Student Growth Target (SMART) - Baseline Data - Growth Target (Outcomes) - Include a copy of the Pre/Post Assessment	Plan of Action (To be filled in after the Pre-Assessment) What I will be doing differently in my classroom based on the Pre-Assessment Data	Points Calculation (out of 5 points)

Lincoln Academy Charter School Teacher Rubric

Adapted from the Jeffco Public Schools Teacher Rubric

Updated 09.02.14

Name _____
Compiled By _____

Date _____
Date of Observation(s) _____

Professional Preparation

Purposeful planning for lesson design and instructions evidenced by:

- knowledge of current Core Knowledge and school curriculum and school goals
- knowledge of subject matter
- knowledge of research-based best practices

Indicator	Highly Effective	Effective	Partially Effective	Ineffective
a. Demonstrates accurate, up-to-date knowledge of subject(s)	Actively seeks and implements current research and resources through professional organizations, colleagues, or the community to improve knowledge base and enhance teaching effectiveness	Accesses and uses current research, district/school professional development, and professional resources within subject area(s) to increase and apply knowledge in order to teach timely and accurate content	Accesses a few resources to teach timely and accurate content	Teaches outdated, inaccurate or inadequate content
b. Demonstrates knowledge and ability of how to integrate subject matter/disciplines and literacy across content areas	Purposely creates and intentionally provides connections and relevancy with other subject areas, previous/successive learning, life experiences, and future careers	Provides consistent connections and relevancy to literacy skills, other subject areas, previous/successive learning, life experiences, and future careers	Occasionally provides connections and relevancy to other subject areas, previous/successive learning, life experiences or future careers	Rarely provides connections or relevancy to other subject areas or life experiences
c. Plans and Implements research-based best practices (including, but not limited to: Teach Like a Champion, Depth of Knowledge, Envoy, Quantum Learning, Brain Gym, etc...)	Knows content and instructional practices in such a thorough way to plan for possible student conceptions and misconceptions of particular topics and adjusts depth of content to meet varying learning needs of students	Purposefully aligns instructional practices with content knowledge in the planning process which accomplishes instructional goals to meet student needs	Occasionally aligns instructional practices with content knowledge and instructional resources to teach instructional goals	Displays limited understanding of instructional practices and content knowledge

Lincoln Academy Charter School Teacher Rubric

Adapted from the Jeffco Public Schools Teacher Rubric

Updated 09.02.14

Indicator	Professional Preparation, Continued			
	Highly Effective	Effective	Partially Effective	Ineffective
d. Develops lesson plans incorporating effective lesson design	Incorporates, adapts and refines elements of an effective lesson design, including a stated learning goal, a variety of guided and independent practices, differentiation, closure and assessment	Incorporates elements of an effective lesson design resulting in a coherent, appropriately sequenced lesson including a stated learning goal, guided and independent practices, differentiation, closure and assessment	Demonstrates evidence of incorporating elements of an effective lesson design	Demonstrates little or no evidence of the elements of an effective lesson design
e. Plans and Implements Core Knowledge and school curriculum through alignment of resources and assessments	Collaboratively (with grade level partner) utilizes the scope and sequence, year long plan, etc... to develop course outline and for lesson planning and assessments	Consistently utilizes the scope and sequence and year long plan for development of course outline, lesson planning and assessments	Occasionally uses the scope and sequence and year long plan for development of course outline and lesson planning	Rarely utilizes scope and sequence or year long plan in instruction or planning
f. Aligns content within course and with previous and succeeding grades/courses	Knows the level of student proficiencies and aligns content within own grade level(s) and course(s) to coordinate with previous and/or succeeding grade level(s) and course(s)	Knows required proficiencies and aligns content within own grade level(s)/course(s) with some reference to previous and/or succeeding grade level(s) and course(s)	Displays some understanding of content at own and previous and/or succeeding grade level(s) and course(s) and has some evidence of knowledge of required level of student proficiency	Displays limited understanding of content at own and previous and/or succeeding grade level(s) and course(s) and has little evidence of knowledge of required level of student proficiencies

Lincoln Academy Charter School Teacher Rubric

Adapted from the Jeffco Public Schools Teacher Rubric

Updated 09.02.14

Professional Techniques

Utilizes effective teaching strategies and assessments that enhance student learning

Indicator	Highly Effective	Effective	Partially Effective	Ineffective
a. Communicates to students expectations for learning	Students are able to articulate the lesson goal in a broader sense	Clearly communicates learning goals so that students are able to articulate goals	Inconsistently identifies learning goals for students	Does not communicate learning goals to students
b. Models and facilitates higher-level thinking, problem solving, creatively and flexibility (for example: Depth of Knowledge)	Models and creates structures that facilitate the transfer of higher-level thinking to new and/or unpredictable situations resulting in high levels of student engagement and student-generated questions	Models strategies to promote higher-level thinking for students to interact with rigorous and challenging content in a meaningful way that elicits thoughtful responses from students	Inconsistently provides opportunities for higher level thinking and engagement and student responses do not demonstrate the transfer of higher level thinking	Focuses on low-level thinking skills, drill/practice
c. Adapts instruction to meet the instructional needs of all students	Consistently demonstrates and adapts appropriate and varied research based teaching strategies, lessons, and techniques to meet the needs of all students, allowing all students to learn to greatest ability	Consistently demonstrates appropriate and varied research based teaching strategies, lessons, and techniques that meet the needs of all students, supporting students to learn to greatest ability	Implements some research based, effective strategies and techniques to accommodate the learning needs of students, supporting some students to learn to greatest ability	Uses strategies that rarely meet the needs of students and a limited understanding of how to support students to learn to greatest ability
d. Uses a variety of formative and summative assessments to make instructional decisions	Uses multiple data points and on-going data analysis to plan and modify whole-group and individualized instruction	Uses a variety of assessment data to modify instruction for all students based on periodic data analysis	Occasionally uses assessment results to adjust instruction	Rarely uses assessment results to adjust instruction
e. Provides varied opportunities for student demonstration of learning	Provides meaningful, frequent, and varied opportunities for demonstration of student learning including student choice, written, oral, hand signal, etc...	Provides frequent and varied opportunities for demonstration of student learning including student choice, written, oral, hand signal, etc...	Provides frequent opportunities for demonstration of student learning including student choice, written, oral, hand signal, etc...	Does not regularly provide opportunities for demonstration of student learning

Lincoln Academy Charter School Teacher Rubric

Adapted from the Jeffco Public Schools Teacher Rubric

Updated 09.02.14

Indicator	Professional Techniques, Continued			Ineffective
	Highly Effective	Effective	Partially Effective	
f. Explicitly communicates criteria for student success	Performance criteria is utilized by students to assess and adapt their performance	Provides clear performance criteria and guidance for students to determine performance levels (i.e. rubrics, exemplars, student self-assessment, etc...)	Occasionally provides performance criteria (i.e. rubrics, exemplars, student self-assessment, etc...)	Rarely provides performance criteria (i.e. rubrics, exemplars, student self-assessment, etc...)
g. Provides meaningful and constructive feedback to students	Provides students with timely and meaningful feedback to scaffold future learning, self-asses and set goals	Provides students with timely and meaningful feedback	Supports summative information with meaningful feedback	Provides students with summative information but seldom provides meaningful feedback
h. Maximizes available instructional time	Matches appropriate instructional time for content, incorporates appropriate pacing, has smooth transitions between activities, engages students in rigorous learning for the entire time period and modifies assignments or tasks based on student need	Matches appropriate instructional time for content, incorporates appropriate pacing, has smooth transitions between activities, engages students in rigorous learning for the entire time period	Matches appropriate instructional time for content, pacing is inconsistent, transitions between activities are sometimes awkward, and students are inconsistently engaged during instructional time	Inappropriately allocates time for content with pacing that is too slow or too rushed, transitions between activities that are not well planned and executed, students frequently not engaged in learning
i. Engages and/or monitors student progress during independent work time	Monitors student progress throughout independent practice, re-teaches as needed, works one on one with students and/or adapts assignment based on student needs	Monitors student progress during most of independent practice, and may re-teach as needed, work one on one with students and/or adapt(s) assignment based on student needs	Monitors student progress during part of independent practice	Partially monitors student progress during independent practice

Lincoln Academy Charter School Teacher Rubric

Adapted from the Jeffco Public Schools Teacher Rubric

Updated 09.02.14

Indicator	Professional Techniques, Continued			
	Highly Effective	Effective	Partially Effective	Ineffective
j. Develops relationships with students that fosters a culturally responsive learning environment	Fosters strong relationships with all students and their families consistently and demonstrates the value of student strengths, interests and abilities	Builds relationships with a majority of students and their families, valuing the importance of student strengths, interests and abilities	Occasionally develops relationships with students and their families, valuing the importance of student strengths, interests and abilities	Teacher doesn't take the time to develop relationships with students and their families, rarely valuing the importance of student strengths, interests and abilities
k. Develops a safe and welcoming learning environment	Creates an environment which promotes genuine caring and respect among students	Creates an environment which promotes polite and respectful interactions and does not tolerate negative interactions	Addresses negative student interaction	Inconsistently addresses negative interaction among students
l. Handles inappropriate and/or off-task behavior	Is consistently aware of inappropriate and/or off-task behavior, handles it in a timely manner in a way that preserves the student's dignity	Is usually aware of inappropriate and/or off-task behavior, handles it in a timely manner in a way that preserves the student's dignity	Is sometimes aware of inappropriate and/or off-task behavior, handles it in a timely manner and/or in a way that preserves the student's dignity	Is rarely aware of inappropriate and/or off-task behavior, does not handle it in a timely manner and/or in a way that preserves the student's dignity
m. Collaboratively develops, models, and communicates clear expectations for student behavior within a learning environment	In collaboration with students, teacher teaches and models behavior and learning standards, procedures, and routines that contribute to an effective learning environment	Teaches and models behavior and learning standards, procedures, and routines that contribute to an effective learning environment	Some behavior and learning standards, procedures, and routines are established, but few are taught and modeled leading to student confusion and loss of instructional time	Behavior and learning standards, procedures, and routines are missing or vague leading to student confusion and loss of instructional time
n. Implements classroom and building rules and procedures	Students self-regulate and implement building and classroom standards, procedures and consequences with minimal teacher intervention	Implements classroom and building standards, procedures, and consequences	Occasionally implements classroom and building standards, procedures, and consequences	Rarely implements classroom and building standards, procedures, and consequences
o. Uses technology to enhance the learning and student engagement during the lesson in a way that meets academic standards	Student learning is enhanced, students are engaged, and information is presented in a new way through the use of technology.	Student learning is enhanced, students are engaged and/or information is presented in a new way through the use of technology.	Student learning is enhanced or students are engaged or information is presented in a new way through the use of technology.	The use of technology is limited or not present.

Lincoln Academy Charter School Teacher Rubric

Adapted from the Jeffco Public Schools Teacher Rubric

Updated 09.02.14

Professional Responsibilities				
Demonstrates lifelong learning as evidenced by: -Aligned professional learning Professional Goal Setting		Demonstrates effective communication and collaboration as evidenced by: - Effective communication with stakeholders -Collaboration with colleagues		
Indicator	Highly Effective	Effective	Partially Effective	Ineffective
a. Actively participates in professional learning opportunities and applies what is learned	Consistently produces evidence of learning and applying new skills while continually refining and seeking additional effective strategies	Shows clear evidence of learning and applying new skills (ex. Lesson plans, reflection journal, professional dialogue with others)	Occasionally demonstrates evidence of learning and applying new skills	Does not show evidence of learning and applying new skills
b. Establishes and maintains professional communication which is clear, responsible and respectful	Models for others, using precise, accurate language appropriate to the situation and audience	Uses language that is precise, accurate, and appropriate to the situation and audience	Expresses ideas clearly and is appropriate to the situation and audience	Does not express ideas clearly and disregards the needs and perspective of others and/or is disrespectful
c. Establishes and maintains meaningful two-way communication in a timely manner with students and guardians	Utilizes communication to proactively engage students and guardians as full partners in academic and social/emotional success	Utilizes multiple avenues for communication with students and guardians and proactively communicates as needed	Occasional or limited communication with guardians and students	Fails to communicate with guardians and students in a timely or effective manner
d. Collaborates to accomplish personal, team and school-wide goals and practices	Makes a substantial contribution by providing leadership through collaboration with others to establish and accomplish personal, team and school goals	Actively collaborates to establish and accomplish personal, team, and school goals	Participates as requested in accomplishing personal, team and school goals	Does not actively participate in accomplishing personal, team and school goals
e. Maintains up-to-date records of student progress according to District and/or School policy and norms	Maintains and uses information of student completion of assignments, assessments, and attendance in an organized, understandable and timely manner	Maintains timely information on student completion of assignments, assessments, and attendance in an organized, understandable system	Maintains information on student completion of assignment, assessments and attendance in a partially organized or understandable system	Fails to maintain information on student completion of assignments, assessments, and attendance in an organized and understandable system

Lincoln Academy Board of Directors **2014-15 Staff Pay Review**

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.



Levels and Steps

- Levels are based on years of education
- Steps are based upon years of teaching
- Teachers new to Jeffco have a maximum of 5 steps based on prior teaching experience (even if taught more than 5 years)
- Most LA teachers are brought in at step equivalent to years of teaching

Salary Plan PRF	Level 1 B.A.	Level 2 *B.A. +20	Level 3 **B.A. +40	Level 4 **B.A. +60	Level 5 **B.A. +75
		(See Below)	**Or Masters (See Below)	**Incl. Masters (See below)	**Incl. Masters (See Below)
Grade	(O)	(O)	(O)	(O)	(O)
Steps					
1	\$ 33,616	\$ 35,678	\$ 36,788	\$ 39,800	\$ 42,812
2	\$ 34,885	\$ 37,264	\$ 39,007	\$ 42,020	\$ 45,033
3	\$ 36,157	\$ 38,850	\$ 41,227	\$ 44,244	\$ 47,253
4	\$ 37,423	\$ 40,437	\$ 43,450	\$ 46,460	\$ 49,477
5	\$ 38,693	\$ 42,023	\$ 45,630	\$ 48,683	\$ 51,697
6	\$ 39,962	\$ 43,606	\$ 47,888	\$ 50,900	\$ 53,916
7	\$ 41,227	\$ 45,191	\$ 50,107	\$ 53,121	\$ 56,135
8	-	\$ 46,777	\$ 52,330	\$ 55,343	\$ 58,356
9	-	\$ 48,366	\$ 54,548	\$ 57,562	\$ 60,576
10	-	\$ 49,952	\$ 56,770	\$ 59,780	\$ 62,796
11	-	-	\$ 58,989	\$ 62,003	\$ 65,016
12	-	-	-	\$ 64,223	\$ 67,236
13	-	-	-	-	\$ 69,453
14	-	-	-	-	\$ 70,090
15	-	-	-	-	\$ 70,723
16	-	-	\$ 63,430	\$ 66,440	\$ 71,673
17	-	-	\$ 64,060	\$ 67,077	\$ 72,309
18	-	-	\$ 64,699	\$ 67,712	\$ 72,944
19	\$ 43,133	\$ 51,534	\$ 65,647	\$ 68,663	\$ 73,895

District

- Over the past four years step increases have been frozen
- Levels have also been frozen
- No raises, some furlough days
- Limited EA time
- Additional .9% PERA contribution from District

Lincoln Academy

- Over the past four years steps have been granted
- Level increases (with pay increases) have been granted
- '11-'12 – 2% bonus
- '12-'13 – Move money
- '13-'14 – 2% pay increase
- '14-'15 – 1% pay increase
- 4-5 hours EA time
- Additional .9% PERA contribution from LA

Staff Salary Consideration

Get all staff to 80% of the district average

Get all staff to 85% of the district average

Get all staff to 90% of the district average

Across the board 3% pay increase (in addition to the 1% already received this year)

Across the board 4% pay increase (in addition to the 1% already received this year)

Staff Salary Considerations

Bring all staff to 90% of the district or give a 3% increase (whichever is greater)

- This plan includes some flexibility for bonuses for those already above 90%

All teacher salary considerations would be based on teachers having a current teacher license

- Teachers without a teachers' license or a current teachers' license would only be brought to 85%

Current Average % Rate Compared to District

No Adjustment for Steps		2 Step Adjustment		4 Step Adjustment	
Teachers	83.66%	Teachers	86.43%	Teachers	90%
EAs	86.64%	EAs	87.38%	EAs	90.43%

The district has been frozen in steps (years of service) for the last 4 years. Lincoln Academy has continued to move employees on the steps of service for the past 4 years.

In addition, the district has frozen level moves. Level moves are when teachers earn more credit hours or a degree to move them over to a higher paid level. Lincoln Academy has continued to move employees over a level when they have achieved those credit hours.

Lincoln Academy has had 5 employees make level moves in the last 4 years.

Greater of 90% to District or 3% with 2 Step Adjustment

Total Salary Increase	\$ 122,000
Salary & Benefit Commitment	\$ 99,000
Bonus Payment	\$ 23,000
Average Salary % to District	90.09%
# of Employees with Increase	56 (67%)
# of Employees with Bonus	32* (40%)
Project Net Margin for 2014-15	\$ 285,000

*8 EAs, 4 Teachers, 6 on leadership, 2 in DSS, 2 Elective teachers, 4 in facilities will just receive a bonus equal to 3% and 6 Teachers getting bonus and raise to equal 3%

•Teachers without a teachers' license or a current teachers' license would only be brought to 85%



Budget for 14-15

Account											
ACTUAL FINANCIALS 13-14				14-15 BUDGET Board 03/10/14				14-15 WORKING BUDGET BOARD OCT 13, 2014			
Number	Description	Estimated Revenue	Budget	Bond Transfers	Estimated Revenue	Budget	Bond Transfers	Estimated Revenue	Budget	Bond Transfers	
	Prior Year Carry forward			155,146.36			155,146.36			155,146.36	
401300	Vending Machines	374.03	0.00		300.00	0.00		350.00	0.00		
408000	Resale	8,184.12	0.00		25,000.00	0.00		25,000.00	0.00		MOVING YEARBOOK SALES FROMM 482000
409000	Sales-Fund Raising	8,047.01	0.00		8,200.00	0.00		8,000.00	0.00		
415000	Earnings On Investments	91.45	0.00		-	0.00		-	0.00		
416000	Proceeds Lease/Purchase	21,726.87	0.00		20,000.00	0.00		21,000.00	0.00		
419000	Other Revenue	18,643.30	0.00		12,300.00	0.00		18,000.00	0.00		
433000	State Revenue - Other	53,800.21	0.00		52,727.28	0.00		94,727.76	0.00		INCREASE IN CAP CONST MONIES
450000	Transfers District Funding	3,860,802.29	0.00		4,106,197.88	0.00		4,703,049.68	0.00		INCREASED MILL AND PPR
451000	Fees/Dues	67,971.06	0.00		72,645.00	0.00		70,000.00	0.00		
455000	Tuition from Individuals	94,897.05	0.00		87,395.00	0.00		79,300.00	0.00		LOWER PK ENROLLMENT
456000	Tuition-Extended Day Kdgn	129,448.00	0.00		120,000.00	0.00		130,000.00	0.00		
461000	Building Rental	3,256.00	0.00		5,500.00	0.00		3,500.00	0.00		
474000	Trans - Field Trips	32,385.75	0.00		30,500.00	0.00		33,000.00	0.00		
481000	Concession Revenue	17,555.32	0.00		1,000.00	0.00		-	0.00		HOT LUNCH NOT PART OF OUR NUMBERS
482000	Resale/Activity Revenue	19,032.10	0.00		10,000.00	0.00		10,000.00	0.00		MOVER YEARBOOK SALES TO 409000
492000	Textbook Fees	1,265.00	0.00		2,500.00	0.00		1,500.00	0.00		
498000	Donations	29,388.67	0.00		5,000.00	0.00		34,500.00	0.00		LAPS AND FURNITURE FROM BINS
499000	Miscellaneous Revenue	592.98	0.00		500.00	0.00		600.00	0.00		
950500	State Intercept Bond Transfers	(462,271.17)	0.00	462,271.17	(464,349.32)	0.00	464,349.32	(456,227.49)	0.00	464,349.32	REALIZE THE ISSUE EXPENSE FUNDS 8121.83
950500	Bond R &R Payments	-	0.00		(20,000.00)	0.00		(20,000.00)	0.00		
	Revenues	3,905,190.04	-	462,271.17	4,075,415.84	-	464,349.32	4,756,299.95	-	464,349.32	
	Available	3,905,190.04		617,417.53	4,075,415.84		619,495.68	4,756,299.95		619,495.68	
512100	Principal		81,349.04			82,155.00			81,999.10		
513100	Assistant Principal		69,198.12			69,830.06			138,896.00		
521100	Teacher		-			1,517,956.97			1,454,048.17		
521900	Substitute Teacher		1,430,226.30			20,000.00			28,910.00		
522100	Counselor		28,584.00			-			-		
522200	Teacher Librarian		6,646.74			35,350.03			35,079.83		
524200	Coordinator - Classified		34,780.08			7,000.00			7,000.00		
526500	Administrator		8,362.50			28,364.42			28,364.55		
529200	Occupational Therapist		28,113.48			14,835.00			14,835.60		
529400	Charter Nurse		14,577.84			16,337.20			19,674.96		
529500	Psychologist		16,176.95			21,210.00			21,210.00		
529600	Social Worker		20,548.50			17,044.00			18,872.00		
529800	Speech Therapist		7,156.25			33,431.00			37,155.86		
552100	School Secretary		30,713.25			117,860.60			117,860.32		
557100	Paraprofessional		116,871.60			270,782.45			284,849.56		
591100	Custodian		247,537.39			83,223.27			91,459.98		
599400	Unused Sick Leave		96,254.58			20,000.00			20,000.00		
599810	Additional Pay - Certificated		14,497.75			4,000.00			6,000.00		
599820	Additional Pay-Classified		1,893.15			1,750.00			1,750.00		
599830	Additional Pay-Administrative		6,275.00			1,750.00			1,750.00		
	Move Money Carried from 12-13		675.00			-					
	Salaries		2,260,437.52	-		2,362,880.00	-		2,409,715.95	-	
699000	Employee Benefits		468,175.67	-		538,757.02	-		558,412.24	-	
	Benefits		468,175.67	-		538,757.02	-		558,412.24	-	
	Total Salaries and Benefits		2,728,613.19	-		2,901,637.02	-		2,968,128.19		
701000	Mileage And Travel		440.60			1,000.00			1,000.00		
702000	Employee Training & Conf		3,226.50			5,000.00			12,000.00		INCREASE IN TRAINING VERY LITTLE APPROVED IN 13-14

708000	Employee Background Verificatn			1,235.50			1,000.00			1,200.00		
710000	Meals/Refreshments			4,228.06			6,000.00			6,000.00		LARGER STAFF-LUNCHENS AND MORE STUDENTS-REWARDS
713000	Student Transportation			5,930.79			5,600.00			6,000.00		
715000	Student Admission/Entry Fees			29,276.06			32,571.00			32,000.00		
721000	Legal Fees			150.00			0.00			0.00		WE MAY NEED TO BUDGET HERE
723000	Printing			1,238.26			2,000.00			2,000.00		
731000	Contracted Services			82,956.71	6,557.50		88,000.00			74,000.00		MOVE 9000 TO 746000
743000	Equipment Rental			3,211.35			750.00			5,000.00		HIGHER NEED DUE TO PLAYGROUND MOVE
745000	Contract Maint/Eq Repair			5,812.56			6,600.00			6,600.00		USED 13-14 AND ADDED A CONTINGENCY
745500	Technology Services			5,866.23			10,000.00			12,000.00		ADDED MS MATH AND NAVIANCE(DISTRICT USED TO PAY) AND BUDGETING TO PAY WHAT ERATE MAY COVER
746000	Const Maint/Repair-Bldg			14,150.08			30,000.00			67,600.00		ADDED THE CAPITAL OUTLAY 13-14 (\$33800) BACK. MOVED 8000 FROM 731000 SECURITY UPGRADES NOT DONE IN 13-14 (11900) ADDED.
747000	Software Purch/Lease			7,903.74			12,000.00			6,000.00		13-14 HAD THE COST OF A LIBRARY SYSTEM UPGRADE
752000	Marketing - Advertising			1,210.00			1,000.00			1,200.00		
760000	Telephone/Pagers/Modems			35.76			50.00			50.00		
761000	Natural Gas			20,927.92			17,000.00			21,950.00		
764000	Electricity			42,097.30			40,000.00			43,250.00		
765000	Voice Communication Line			10,829.08			12,500.00			12,000.00		INCREASE IN CELL PHONE EXPENSE ANTICIPATED
766000	Water & Sanitation			10,920.76			17,000.00			13,800.00		ANTICIPATING HIGHER EXPENSE FOR SWAMP USE OVER 13-14
768000	Postage			352.78			500.00			500.00		
769000	Permits/Licenses/Fees			28,961.13			33,000.00			37,000.00		FEEES FROM 13-14 (\$4000) NOT PAID UNTIL 14-15 GENERAL INCREASE AND ADDING A CONTINGENCY
770000	Risk Management Charges			28,976.00			31,000.00			25,000.00		
770800	Unemployment Comp Insur			6,477.89			7,100.00			7,100.00		
775000	Community Relations			0.00			500.00			500.00		
781000	Lease Purch-Other-Principal			0.00	110,000.00		0.00	140,000.00		0.00	140,000.00	
781000	Promissory Note Principal			30,000.00			50,000.00			50,000.00		
781500	Lease Purch-Other-Interest			0.00	274,250.73		0.00	325,439.00		0.00	325,439.00	
950000	Transfers District Fees			507,890.69			533,877.99			533,702.12		
	Purchased Services			854,305.75	390,808.23		944,048.99	465,439.00		977,452.12	465,439.00	
803000	Subscriptions/Books			508.60			700.00			700.00		
804000	Fund Raising			191.36			0.00			700.00		
805000	Materials/Supplies-Other			13,655.17			9,000.00			11,300.00		
806000	Materials/Supplies Resale			13,196.91			25,000.00			25,000.00		THIS IS THE OFFSET OF REVENUE 408000 (RESALE)
810000	Office Material/Supplies			2,734.93			3,000.00			3,000.00		
810001	Office Equipment - Under \$5K			19,223.19			5,000.00			22,900.00		RECEIVED A DONATION OF 2500. TO PURCHASE FURNITURE. THIS ALSO COVERS THE COST OF A NEW STEAMER 6,000 THE OLD EQUIPMENT IS A SAFETY HAZZARD
812000	Clinic Supplies/Materials			573.13			450.00			700.00		
814000	Custodial Supplies			9,417.16			11,200.00			15,700.00		ADDITIONAL COST FOR MAINTAINING FLOORS NOT DONE IN 13-14 PLUS A CONTINGENCY FOR EQUIPMENT REPLACEMENT IF NEEDED
820000	Instructional Material/Supply			38,215.75			45,100.00			65,000.00		RESTORED THE VARIANCE 6000 FROM 13-14. LARGER STUDENT COUNT HAS HIGHER EXPENSES. SOME CURRICULIUM CHANGES HAVE BEEN APPROVED THAT WERE PUT ON HOLD IN 13-14
820001	Instructional Equip-Under \$5K			16,608.89			10,000.00			21,500.00		COST IPADS THE WERE COVERED BY A GRANT DEPOSITED IN 13-14
822000	Textbooks			5,630.80			17,400.00			17,400.00		NEW 4TH GRADE CLASS WILL REQUIRE TEXT BOOK COSTS
823000	Copier Usage			18,847.90			18,500.00			19,500.00		WILL NEED TO MONITOR THIS RUNNING HIGH
824000	Testing Materials			894.74			1,000.00			4,500.00		DSS HAS NEEDED TO UPDATE MANY OF THEIR TESTING MATERIALS(2000) AND THE DISTRICT IS NO LONGER COVERING COSTS ANTICIPATING (1500)
826000	Graduation Materials			240.94			500.00			500.00		



Account		Prior Year			Current Year		Current Year	Current Year		
Number	Description	Total	Estimated Revenue	Budget	Operational Funds	Capital Funds	Total	Variance	Percent Spent	
	Prior Year Carryforward	2,028,956.21			839,270.06	752,980.36	1,592,250.42			
401300	Vending Machines	374.03	300.00	0.00	2.08	-	2.08	297.92	1%	
408000	Resale	8,184.12	25,000.00	0.00	5,310.00	-	5,310.00	19,690.00	21%	
409000	Sales-Fund Raising	8,047.01	8,200.00	0.00	1,252.55	-	1,252.55	6,947.45	15%	
415000	Earnings On Investments	91.45		0.00		19.11	19.11	(19.11)	n/a	
416000	Proceeds Lease/Purchase	21,726.87	20,000.00	0.00	6,920.00	-	6,920.00	13,080.00	35%	
419000	Other Revenue	18,643.30	12,300.00	0.00	1,479.78	-	1,479.78	10,820.22	12%	
433000	State Revenue - Other	53,800.21	52,727.00	0.00	-	23,681.94	23,681.94	29,045.06	45%	
450000	Funding PPR/MillsLevy/ECEA	3,860,802.29	4,106,198.00	0.00	1,176,573.15	-	1,176,573.15	2,929,624.85	29%	
450000	Bond Transfers	462,271.17	464,349.32	0.00	-	114,899.83	114,899.83	349,449.49	25%	
451000	Fees/Dues	67,971.06	72,645.00	0.00	59,101.00	-	59,101.00	13,544.00	81%	
455000	Tuition from Individuals	94,897.05	87,395.00	0.00	35,849.05	-	35,849.05	51,545.95	41%	
456000	Tuition-Extended Day Kdgn	129,448.00	120,000.00	0.00	80,707.30	-	80,707.30	39,292.70	67%	
461000	Building Rental	3,256.00	5,500.00	0.00	620.00	-	620.00	4,880.00	11%	
474000	Trans - Field Trips	32,385.75	30,500.00	0.00	22,486.00	-	22,486.00	8,014.00	74%	
481000	Concession Revenue	17,555.32	1,000.00	0.00	-	-	-	1,000.00	0%	
482000	Resale/Activity Revenue	19,032.10	10,000.00	0.00	3,915.00	-	3,915.00	6,085.00	39%	
492000	Textbook Fees	1,265.00	2,500.00	0.00	185.00	-	185.00	2,315.00	7%	
498000	Donations	29,388.67	5,000.00	0.00	33,097.32	-	33,097.32	(28,097.32)	662%	
499000	Miscellaneous Revenue	592.98	500.00	0.00	69.99	-	69.99	430.01	14%	
950500	State Intercept Bond Transfer	(462,271.17)	(464,349.32)	0.00	(84,551.22)	(23,681.94)	(108,233.16)	(356,116.16)	23%	
950500	Bond R&R Payment	-	(20,000.00)	0.00	(6,666.67)	-	(6,666.67)	(13,333.33)	33%	
	Revenues	4,367,461.21	4,539,765.00	-	1,336,350.33	114,918.94	1,451,269.27	3,088,495.73	32%	
	Available	6,396,417.42	4,539,765.00		2,175,620.39	867,899.30	3,043,519.69	3,088,495.73	67%	
512100	Principal	81,349.04		82,155.00	20,433.69	-	20,433.69	61,721.31	25%	
513100	Assistant Principal	69,198.12		69,830.06	28,915.83	-	28,915.83	40,914.23	41%	
521100	Teacher	1,430,226.30		1,517,956.97	361,427.59	-	361,427.59	1,156,529.38	24%	
521900	Substitute Teacher	28,584.00		20,000.00	3,483.00	-	3,483.00	16,517.00	17%	
522100	Counselor	6,646.74		0.00	-	-	-	-	n/a	
522200	Teacher Librarian	34,780.08		35,350.03	8,744.98	-	8,744.98	26,605.05	25%	
524200	Coordinator - Classified	8,362.50		7,000.00	2,025.00	-	2,025.00	4,975.00	29%	
526500	Administrator	28,113.48		28,364.42	7,070.21	-	7,070.21	21,294.21	25%	
529200	Occupational Therapist	14,577.84		14,835.00	2,761.07	-	2,761.07	12,073.93	19%	
529400	Nurse	16,176.95		16,337.20	4,624.26	-	4,624.26	11,712.94	28%	
529500	Psychologist	20,548.50		21,210.00	3,807.20	-	3,807.20	17,402.80	18%	
529600	Social Worker	7,156.25		17,044.00	2,278.82	-	2,278.82	14,765.18	13%	
529800	Speech Therapist	30,713.25		33,431.00	5,343.99	-	5,343.99	28,087.01	16%	
552100	School Secretary	116,871.60		117,860.60	29,382.68	-	29,382.68	88,477.92	25%	
557100	Paraprofessional	247,537.39		270,782.45	39,199.51	-	39,199.51	231,582.94	14%	
591100	Custodian	96,254.58		83,223.27	24,000.96	-	24,000.96	59,222.31	29%	
599400	Unused Sick Leave	14,497.75		20,000.00	-	-	-	20,000.00	0%	
599810	Additional Pay - Certificated	1,893.15		4,000.00	1,792.00	-	1,792.00	2,208.00	45%	
599820	Additional Pay-Classified	6,275.00		1,750.00	-	-	-	1,750.00	0%	
599830	Additional Pay-Administrative	675.00		1,750.00	-	-	-	1,750.00	0%	
	Salaries	2,260,437.52		2,362,880.00	545,290.79	-	545,290.79	1,817,589.21	23%	
699000	Employee Benefits	468,175.67		538,757.02	119,335.98	-	119,335.98	419,421.04	22%	
	Benefits	468,175.67		538,757.02	119,335.98	-	119,335.98	419,421.04	22%	
	Total Salaries and Benefits	2,728,613.19		2,901,637.02	664,626.77	-	664,626.77	2,237,010.25	23%	
701000	Mileage And Travel	440.60		1,000.00	-	-	-	1,000.00	0%	
702000	Employee Training & Conf	3,226.50		5,000.00	2,727.93	-	2,727.93	2,272.07	55%	
708000	Employee Background Verificatn	1,235.50		1,000.00	485.50	-	485.50	514.50	49%	
710000	Meals/Refreshments	4,228.06		6,000.00	2,109.36	-	2,109.36	3,890.64	35%	
713000	Student Transportation	5,930.79		5,600.00	-	-	-	5,600.00	0%	
715000	Student Admission/Entry Fees	29,276.06		32,571.00	2,303.00	-	2,303.00	30,268.00	7%	
721000	Legal Fees	150.00		0.00	-	-	-	-	n/a	
723000	Printing	1,238.26		2,000.00	-	-	-	2,000.00	0%	
731000	Contracted Services	89,514.21		88,000.00	15,371.30	-	15,371.30	72,628.70	17%	
743000	Equipment Rental	3,211.35		750.00	3,759.25	-	3,759.25	(3,009.25)	501%	
745000	Contract Maint/Eq Repair	5,812.56		6,600.00	531.00	-	531.00	6,069.00	8%	
745500	Technology Services	5,866.23		10,000.00	7,058.77	-	7,058.77	2,941.23	71%	
746000	Const Maint/Repair-Bldg	14,150.08		30,000.00	46,014.29	-	46,014.29	(16,014.29)	153%	
747000	Software Purch/Lease	7,903.74		12,000.00	360.00	-	360.00	11,640.00	3%	
752000	Marketing - Advertising	1,210.00		1,000.00	-	-	-	1,000.00	0%	
760000	Telephone/Pagers/Modems	35.76		50.00	8.94	-	8.94	41.06	18%	
761000	Natural Gas	20,927.92		17,000.00	777.35	-	777.35	16,222.65	5%	



Account		Prior Year		Current Year		Current Year	Current Year		Current Year	
Number	Description	Total	Estimated Revenue	Budget	Operational Funds	Capital Funds	Total	Variance	Percent Spent	
764000	Electricity	42,097.30		40,000.00	7,138.06	-	7,138.06	32,861.94	18%	
765000	Voice Communication Line	10,829.08		12,500.00	2,354.70	-	2,354.70	10,145.30	19%	
766000	Water & Sanitation	10,920.76		17,000.00	1,211.26	-	1,211.26	15,788.74	7%	
768000	Postage	352.78		500.00	49.00	-	49.00	451.00	10%	
769000	Permits/Licenses/Fees	28,961.13		33,000.00	12,493.69	-	12,493.69	20,506.31	38%	
770000	Risk Management Charges	28,976.00		31,000.00	6,198.80	-	6,198.80	24,801.20	20%	
770800	Unemployment Comp Insur	6,477.89		7,100.00	-	-	-	7,100.00	0%	
775000	Community Relations	-		500.00	-	-	-	500.00	0%	
781000	Lease Purch-Other-Principal	110,000.00		140,000.00	-	-	-	140,000.00	0%	
781000	Promissory Note Principal	30,000.00		50,000.00	16,666.68	-	16,666.68	33,333.32	33%	
781500	Lease Purch-Other-Interest	274,250.73		325,439.00	-	162,719.50	162,719.50	162,719.50	50%	
950000	Transfers-District Services	507,890.69		533,878.00	135,024.81	-	135,024.81	398,853.19	25%	
	Purchased Services	1,245,113.98		1,409,488.00	262,643.69	162,719.50	425,363.19	984,124.81	30%	
803000	Subscriptions/Books	508.60		700.00	419.17	-	419.17	280.83	60%	
804000	Fund Raising	191.36		0.00	-	-	-	-	n/a	
805000	Materials/Supplies-Other	13,655.17		9,000.00	3,276.99	-	3,276.99	5,723.01	36%	
806000	Materials/Supplies Resale	13,196.91		25,000.00	-	-	-	25,000.00	0%	
810000	Office Material/Supplies	2,734.93		3,000.00	849.34	-	849.34	2,150.66	28%	
810001	Office Equipment - Under \$5K	19,223.19		5,000.00	11,003.32	-	11,003.32	(6,003.32)	220%	
812000	Clinic Supplies/Materials	573.13		450.00	218.80	-	218.80	231.20	49%	
814000	Custodial Supplies	9,417.16		11,200.00	3,970.91	-	3,970.91	7,229.09	35%	
820000	Instructional Material/Supply	38,215.75		45,100.00	11,839.60	-	11,839.60	33,260.40	26%	
820001	Instructional Equip-Under \$5K	16,608.89		10,000.00	11,171.21	-	11,171.21	(1,171.21)	112%	
822000	Textbooks	5,630.80		17,400.00	984.75	-	984.75	16,415.25	6%	
823000	Copier Usage	18,847.90		18,500.00	1,280.90	-	1,280.90	17,219.10	7%	
824000	Testing Materials	894.74		1,000.00	1,839.57	-	1,839.57	(839.57)	184%	
826000	Graduation Materials	240.94		500.00	-	-	-	500.00	0%	
840000	Maint Materials/Supplies	18,532.50		20,000.00	8,987.96	-	8,987.96	11,012.04	45%	
870000	Library Materials	892.01		1,000.00	693.46	-	693.46	306.54	69%	
880000	Purchased Food	18,456.90		1,000.00	-	-	-	1,000.00	0%	
885000	Miscellaneous Expense	-		0.00	177.12	-	177.12	(177.12)	n/a	
889000	Consumable Supplies	18.77		150.00	-	-	-	150.00	0%	
	Materials and Supplies	177,839.65		169,000.00	56,713.10	-	56,713.10	112,286.90	34%	
918000	Appliances/Comm Equip	20,203.61		0.00	-	-	-	-	n/a	
930000	Building Improvements	632,396.57		0.00	28,650.60	-	28,650.60	(28,650.60)	n/a	
	Capital Outlay	652,600.18		-	28,650.60	-	28,650.60	(28,650.60)	n/a	
	Total Expenditures	4,804,167.00		4,480,125.02	1,012,634.16	162,719.50	1,175,353.66			
	Pre-Adjusted Carryforward	1,592,250.42			1,162,986.23	705,179.80	1,868,166.03			
	TABOR (school enters amount)			136,642.95						
	Adjusted Carryforward	1,592,250.42			1,162,986.23	705,179.80	1,868,166.03			
			Less Prior Year Carryforward		(839,270.06)					
			Projected Revenue		3,758,758.17					
			Projected Expenses							
			Salaries and Benefits		(2,322,504.13)					
			Purchased Services		(980,827.93)					
			Materials		(128,486.90)					
			Capital Outlay		(161,349.40)					
			Unassigned Allocations		(425,000.00)					
			PROJECTED MARGIN FOR 14-15		64,305.98					

These projections are based on the original budget, and includes additional appropriations by the board, operational updates and the increased funding for 14-15.

The Finance Council will be determining the use of these funds, for presentation to the Board in Oct/Nov

Lincoln Academy

Development Committee Report

October, 2014

Grants

Nothing to report

Sponsorships/LA Foundation

Nothing to report

Other Business

- The *Laps for Education* webpage has been updated with photos of the new playground.
- Thank you notes were sent to the following volunteers to thank them for the time and effort they gave toward the new playground project:
 - Foothills Community Church and Pastor Joel Thomas
 - Carson Kraig
 - Tim McCoy
 - Spike Rumley
 - Nathan Rumley
 - Youth With A Mission Denver and Nathan Alley

Lincoln Academy Facilities Growth Committee

October 13, 2014 Report

I. Members

To date, the committee consists of Phillip Courtney, Janelle Johnson and Meg Tidd. We are openly looking for additional members with contracting, building, engineering and architecture backgrounds.

II. Meetings

Two meetings occurred in September.

- Janelle outlined the current building use
- Reviewed anticipated building use for each school year through the 2019-2020 school year.
- Currently in the process of gathering information and resources.

III. Key Dates upcoming

- October 14 (Tuesday) – Meeting American Portable Buildings at 5:00 p.m. to discuss the requirements and potential for utilizing temporary buildings on the campus.
- October 20 – Tentative meeting with Jessica Johnson, Director of Policy and Legal Initiatives for the Colorado League of Charter Schools. Purpose is to discuss additional resources available through CLCS to help us with the planning effort.

IV. Other Considerations

- The committee will review other options including building expansion or building remodeling.

School Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Additional Students		28	28	28	28	28
Total Students	650	678	706	734	762	790
Additional Faculty		7	2	2	0	0
Faculty/Staff	85	92	94	96	96	96
Additional Class	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Classroom Moves		5th Grade to 106 (radio room), 1 current 5th Grade room becomes a 4th Grade room	Options - Staff lounge could become 5th Grade classroom, 224 or 225 could be a classroom or additional classroom could be made in the music room (but requires major reshuffling to keep grades together)	Need space for at least 30 additional bodies	Additional 7th Grade - need space for 28 additional students	Additional 8th Grade - need space for 28 additional students
General Comments		Space is available for this year	This is doable, but starting to get uncomfortable. Need to be careful about crowding out DSS, Tech, and staff lounge.	Will need 3 6th Grade Classrooms (Possibly 309-311), 302 becomes English. Schedule is reduced for Middle School Teachers (4 periods each)	Middle school schedule to 5 periods for each teacher	Middle School back to 6 periods for each teacher

By this year - 4 additional classrooms?

Other Questions

1. Computer Testing and how that will work is a known unknown. The first testing will take place in spring 2015. Mobile technology such as Ipads might reduce the need for an extra dedicated technology room.
2. Temporary Buildings - Need to understand the requirements for utilities and space in addition to the cost.
3. Building Expansion - Can we build anything between buildings A&B? Can we build onto SE side of building B?
4. Resources - District, Colorado League of Charter Schools, consultants

Lincoln Academy Charter School Dashboard

AREA	2014/15	2015/16	2016/17	2017/18	2018/19	Status
ACADEMICS						
% students making 1 year's growth-Reading						
% students making 1 year's growth-Writing						
% students making 1 year's growth-Math						
% students on ILPs (Individualized Literacy Plans)	25	24	23	22	21	
% students on ALPs (Advanced Learning Plans)	20	22	24	26	28	
% students on IEPs (Special Ed)						
% students ELL (English Language Learners)						
School Performance Framework (SPF)						
School Grade in Real Estate Guide	8	9	10	10	10	
SCHOOL CULTURE						
Discipline- referrals	0	0	0	0	0	
Discipline- detentions	0	0	0	0	0	
Discipline- suspensions	0	0	0	0	0	
Discipline- expulsions	0	0	0	0	0	
Parent involvement-parent-satisfaction survey						
Parent involvement-volunteer-hours-(qtrly)						
Parent involvement-% of parents volunteering						
Parent involvement-% of parents signing covenant						
% parents attending P/T conferences						
TELL Survey						
Staff Survey						
Staff Retention Rate						
Student Retention Rate	90	91	92	93	92	
FINANCE/OPERATIONS						
% teaching staff Highly Qualified	95	96	97	98	99	
Certified Teachers						
Total enrollment (Student Count)	650	678	706	734	762	
FTE teaching staff	85	92	94	96	96	
FTE non-teaching staff						
Class size	30	29	28	27	26	
Staff to student ratio	7.6	7.4	7.5	7.6	7.9	
Fundraising/grants						
Per Pupil Revenue (state \$)	\$ 6,600	\$ 6,700	\$ 6,800	\$ 6,900	\$ 7,000	
Bond Metrics?						
Carry Forward	\$ 800,000	\$ 900,000	\$ 1,000,000	\$ 1,100,000	\$ 1,200,000	
TABOR -Reserves 3% of Revenue						
Days Cash on Hand	40	45	50	55	60	
Utility Expense						
Days Restricted Cash on Hand [Reserves / Daily Avg. Cost]						
Working Capital Balance [Carry Forward/Total Expenses]						
Operating Debt Ratio [Debt / Yearly Revenue]						
GOVERNANCE						
Open Board Seats (from All Board & Committees)	10	8	6	4	2	
Board Training Days Achieved (total)	36	36	36	36	36	
Board Training Days Achieved (Average)	5.1	5.1	5.1	5.1	5.1	
% on time action item completion	90	91	92	93	94	
Last date of Strategic Plan Update	14-Sep					

Should data be designated elem/MS or combined
Tie data to mission and vision
Reporting metrics added to schedule/board calendar



Lincoln Academy

Strategic Plan 2014-2015

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

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.

Strengths	Weaknesses
- Dedicated, excellent and consistent school staff and administration - Active and strong PTO - Culture of effective fiscal responsibility - Facility and land potential; location - Improved wait list demand - Solid reputation with district, community and other charter schools - Rigorous curriculum - Strong academic achievement - Technology used as an educational tool - High attendance rate - Positive Behavior Support System	- Building constraints - Writing curriculum - Staff salary levels - Broad-based parental involvement - After school enrichment programs - Middle school retention - Elementary to middle school transition - Board development and succession planning - Lack of understanding for how students succeed in future endeavors - Middle school parent communication - Long-term planning
Opportunities	Threats
- New district leadership - Branding - Grants and fundraising - Broader community involvement - Making facilities available to the community - Determine long-term facility needs and solutions - Improved funding (district/state) - Enhanced school choice options	- Negative sentiments about charter schools expressed in the district - Different and additional state testing - Common Core - Changing accountability measures - Funding fluctuations and uncertainties

Long-Term Goal		Short-Term Goals		
1. Ensure stable and very qualified board leadership over time.		A. Revise policies to maximize functionality and understanding. B. Investigate adding broader board member expertise and resources. C. Develop dashboard and institutionalize. D. Consistently utilize the strategic plan. E. Board needs assessment and training		
Strategies		Person Resp.	Date	Status
A1	Assess current policies & create plan	Derek	October	
A2	New policies considered every other month	Derek	November	
A3	Create comprehensive board self-assessment	Doug	December	
B1	Contact potential new board members	Ben	Oct-Jan	
B2	Conduct board interview of candidate(s)	BOD	January	
B3	Encourage board committee involvement	Kristi	Monthly	
C1	Consider first draft of dashboard	Derek	October	
C2	Board data workshop (UIP)	Ben	November	
C3	Update financial dashboard	Jeff	November	
D1	Update BOD calendar	Doug	October	
D2	Ensure strat plan updates	Kristi	Ongoing	
E1	Conduct board training needs assessment	Derek	December	
E2	Develop board training plan	Derek	January	
E3	Schedule board training	Derek	Feb/Oct	

Long-Term Goal		Short-Term Goals		
2. Ensure a strong academic program.		A. Increase knowledge of writing curriculum and needs. B. Improve middle school transition.		
Strategies		Person Resp.	Date	Status
A1	Report from admin on writing curriculum	Janelle	December	
A2	Monitor through Principal's report	Janelle	Monthly	

B1	Admin update in Principal's report	Janelle	Quarterly	