

# October SAC Meeting: Auto generated transcript

October 1, 2024, 12:31AM

1h 14m 10s

● **Rob McCready** started transcription

**RM** **Rob McCready** 0:09

Alright, we'll call the meeting order. It is 631.

Does the school Accountability Accountability Committee for Tuesday, October 1st, 2024.

Always start with the mission and vision. 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. And the vision of Lincoln Academy is to prepare all students for their future endeavors by providing a comprehensive core knowledge education.

Go around the room real quick with A roll call and intros.

I'm just going to go in circle of how you're arranged on my screen, which no one else. Well, I guess I can see it.

So, Carrie, could you go?

**CM** **Carrie Matter** 1:10

Yeah, I'm Carrie matter.

I have two kids at Lincoln.

One is 1/6 grader Tim and Liam, otherwise known as Todd in 8th grade.

Yeah. So.

**RM** **Rob McCready** 1:27

Miss Rick.

**FH** **Frick Heather** 1:30

Hi there.

I'm Heather Frick, and I am an assistant principal at Lincoln Academy this year.

I am serving for the SAC Committee, but also then I support kinder for second DSS and electives.

**RM Rob McCready** 1:47

Madrid.

**MP Maudra Pacheco** 1:50

Hi, I'm Madra Pacheco and I have a third grader and a 7th grader and I'm also on the PTO board.

**RM Rob McCready** 2:01

Awesome.

Seeing which, if everyone's seen the Fall Fest emails.

If you can reach out to everyone you know and tell them to sign up, we could use some help on Fall Fest.

I'm gonna be there doing trash. Pick up, I think.

Amy.

**MP Maudra Pacheco** 2:17

Yes, thank you very much.

You guys can e-mail me and I can help you get signed up if you need to.

**RM Rob McCready** 2:24

It's I love the event.

I'll probably be in my flying squirrel costume again.

Amy.

There's meat on there.

**AP Ami Paulsen** 2:36

Yep, there you go.

Sorry, I'm Amy Paulson.

I have an eighth grader at Lincoln and I have a former Lincoln student who's now a junior at RV.

**RM Rob McCready** 2:49

Awesome, Lori.

**L** **Lori** 2:53

I'm Lori pantano.

I have a second grader and a kindergartner.

**RM** **Rob McCready** 3:00

Awesome. I actually dropped by the school today to find Liam's cell phone and just see all the littles that go there.

Huge backpacks just brought me back.

Now everyone's early up with my kids, so love seeing everyone saying thank you and hello to all the crossing hurts.

And Ashley?

**AR** **Ashley reynolds** 3:23

I have no clue.

I have a kinder egg system, 30 year old cat.

**RM** **Rob McCready** 3:30

You're breaking up a little bit, but.

**AR** **Ashley reynolds** 3:31

I'm sorry. She's correct. Me. I don't have a she's a second grader.

**RM** **Rob McCready** 3:38

And I've got a 7th grader and a freshman at RV now.

Awesome. So first on the list I wanted just to give a quick show of some the CMS information that Mister Hirsch showed the board couple weeks ago and then talk a little bit about participation.

So let me I'm gonna try to be bouncing back and forth a little harder on laptop.

Real hard when tries to hide it behind something.

Apologize this. This was part of the Executive Director report.

So all of it should be on the website already. I apologize.

It's not easy to see on a screen share.

The math scores were mostly better than the district and the state.

We did have some weakness in 4th grade that the root causes have already been

worked on.

Same with 6th grade.

Overall, we want higher, better growth, but our scores are.

Decent and are matching are pretty in line with the other comparable schools around us.

I had notes on that and I left those at home, so I apologize.

Or I could kind of the scribbles of different schools against US historical context. See, we're generally doing better little bit different in 6th and 7th.

I can't remember the reasoning behind that, but there's a little bit ebb and flow that also comes down to participation.

And which kiddos are in which grades? Sometimes you have a.

A couple of stronger students or a couple weaker students in a grade that drags the scores one right now.

Growth was placed.

I think we'll be discussing that.

We're trying to grow better in.

This was also a rebuild year as we started our new curriculum.

And the scores actually being where they're at after a new curriculum is a pretty good sign that it's going to, yeah, going the correct direction.

Any questions on that? And I I'm trying to off the top talk about what Mr. Hurst said and Mrs. Frick might be able to speak to it as well.

**FH** **Frick Heather** 5:57

When on the historical context, what you're looking at is the kids are going at a diagonal, so the third grade in 2017 to compare them, you'll look at the 4th grade in 2018. There is no data for 2019-2020.

And not some of the grades don't have data for 2021 because of the COVID years. But if you look historically coming at an angle that's.

The growth that we've seen from year to year.

**RM** **Rob McCready** 6:31

Yeah, that, that 21/20/21 year half the grades took math. Half the grades took Ela. So there's gaps in both data sets, which is very annoying looking at trends.

On the ELA side?

Strong performance across the board.

A little bit of a dip in fifth grade.

But not something that was of too much concern. We always want to see better growth.

Same thing with the store. You can see that half and half in 2021.

Growth is across the board.

Everyone, every grades growing bit, which is what we wanna see.

We wanna keep that going.

The other part of why?

Well, any questions on Elit?

Wanted to have these into a better doc, but I didn't get a chance to.

I did a breakdown of math and ELA participation.

One of the things you see in both they both are very similar, so I'll just stick with math.

We.

We used to be very good and most schools were very good about cmass participation up in the high like 97, I think was the last average before COVID you see a massive drop off of kids during COVID.

But we haven't seen the recovery and this is something that I'd like to brainstorm a little bit and don't need to have. You know, I don't expect all the ideas tonight, but if you have any other thoughts, please e-mail me.

We see a weakness still in 8th grade, so you can see it went way down, came up a bit as back down again in 7th grade. Kind of trails that direction as well.

So these.

Are these these 7th graders are now these 8th graders last year not participating in C mass?

Miss Hurst did speak to it that the parents are approving their kids skipping C mass, which is absolutely allowable.

But we wind up when we talk about these unified improvement plans and.

Our performance framework scores.

There is an asteris next to it.

The base says this school doesn't have enough participation, so sometimes you can't.

Trust the scores or the scores come with the you know, we're not 100% sure because.

When you've got a lower lower than 95% participation, is it just your high performers skipping this?

Is it just your low performers?

So we want to get this this participation back up.

But we're also not allowed to force it.

So the the administration cannot require CMAS and the board has to be very careful about how we try to entice people into it or what things we can't give rewards to individual students and families.

It has to be something that they want to opt out there.

They can, but we like to get out there.

To the parents that the test is important, it's both important for the students to know where they're at and support for the school that know where the school's at and it's a score that's used on all of the statewide reporting.

So it really reflects on how we are as a school and if we've got questionable, if we can't really trust the data, it hurts all the rest of you know, hurts us in trying to do the improvements that we're trying to do.

So kind of just as have people heard things out there of parents, you know, having reasons why they want, especially in the higher grades.

Skip out on it or ideas on how we can get out there with parents and say like, no, This is why this is important.

Try and pull them back in and get these numbers back up.

I mean, I'd love to see this again.

I mean, but we're off by 30% in 8th grade at that point.

Any thoughts on just?

From the board side were a little stuck.

We've had discussions on what we're legally allowed to say and do, and it's somewhat limited, so it may be something we can.

I don't know if we can even use PTO to try and drive support of it.

It's it falls in line with the kind of lowering of participation across school and I just want want to keep in mind that we're trying to turn that around because it really would help.

Just.

**CM** **Carrie Matter** 11:33

I wonder where it's coming from. If it's coming from the kids who are like, well, mom and dad, I don't really need to take it. Or if it's coming actually from the parents themselves and that.

Might, depending on where it's coming from, might guide and direct how we approach it, but I don't know.

**RM Rob McCready** 11:55

Yeah, it it definitely started during COVID with the kids of we, we don't really need to take this. And there was a message within the school.

It This year doesn't matter.

Coming out of that, when it starts to matter again, I I think there was a we're not really allowed to say like you have to go take the test. So it had already set a within the school of well, you know, the kids already know this and their.

Friends did this year. Most of those kids have graduated out.

At least the middle schoolers have graduated out.

But we're still seeing it in like that drop in 8th grade specifically and starting a little bit of a drop in 7th grade.

So I think there is some.

Kids portion, I think there's some parent portion as well because the number of parents that are allowing their kids stop out.

And that was one of the numbers that it's not.

These are not kids.

That just like skipped it and you know, were tardy that day, as all of the, I think it was like the vast majority. I don't I I think Mr. said like 100% even had parent opt out.

Of signatures, so the definitely parental involvement involvement at least.

Allowing it.

**CM Carrie Matter** 13:19

I guess one question I would have is.

Where what kind of communication are the 7th and 8th grade parents most likely to read?

I don't know if you know that answer, but I mean like you want to get through to whatever mode.

They're they're receiving in communication 'cause it does tend to be different and less during those higher years than during the lower years, when they're really more on campus more.

Just interacting with people more so I'm wondering.

I guess.

What mode is best to communicate with?

Is it?

Does it?

Can we make it come from the teachers to the kids?

And what can they say?

I don't know, you know.

**RM Rob McCready** 14:12

I think it's good question on communication.

We may be able to.

Get figure some of that out from last year's family survey. Even with the lower response rate, I think we can see where the Community ', because the communication's in a different section. But I think we can correlate that to which answers came with also 7th 8.

Or 6th answers as well to see if there's any change in how they communicate or which ones they used.

The loop is generally the highest rated of all communication ones, but that may not.

He is a surveillance for someday, I'm not sure.

**CM Carrie Matter** 14:48

Wondering about.

Maybe.

Adding.

A question to the question there. Did your kids take the C Max?

And if I don't know, just putting it out there.

How do we how do we find out, you know?

Can you hear me?

**RM Rob McCready** 15:16

You're breaking up a little bit, but I got that.

Hey.

**CM Carrie Matter** 15:20

I don't think you can hear me.

**RM Rob McCready** 15:26

I'll run it by admin if we're allowed to put something in the family survey.

**CM Carrie Matter** 15:30

Oh, \*\*\*\*. Can you hear me now?

**RM Rob McCready** 15:33

What can you?

I'll run by admin to see if if the family, if we're allowed to puts in the family survey of. Are you aware of Cmass? And it's important to the school.

**CM Carrie Matter** 15:37

Terrible.

**RM Rob McCready** 15:46

I probably can't be too leading.

**CM Carrie Matter** 15:47

Ation at all.

**RM Rob McCready** 15:50

I'm not sure.

Miss Rick, I think you were gonna say something.

**FH Frick Heather** 15:59

I was just so I think the IT is the upper grades that we saw that.

Decline in participation.

And I think sometimes it does stem from one parent opts out and then it kind of snowballs from there.

I know there were opt outs.

All the way up until CMS had already started.

Every student who opts out of Cmas, it has to come from the parent.

It has to be parent initiated and when.

Even if they're mid test, they have to.

The parent can still opt out, and then that.

What that does is it causes a decline in that participation and it causes.

Like Rob said, the SPF goes down, but it also goes Dings against that charter renewal that we're looking at too, because we have a lower participation on that state test, so.

**RM** **Rob McCready** 16:58

And all schools have had a decline.

I don't have the.

I don't have a screens cap of it, but several of their charters have popped back up more.

There was some discussion of.

I don't wanna call out any, you know, specific ones 'cause I we didn't speak with. If you don't get caught, then it's OK. And so some of the other schools may be doing enticements or systems that may not fit the letter of the law that we're supposed to.

Follow and we've been following it more closely and that may be part of our.

I'm. I'm not gonna call it a bad thing that we're following the letter of law, but that may be part of why we see pop up from other schools.

They're doing things a little that they shouldn't be doing, but we still wanna get those numbers up and get out to those parents somehow that, hey, just 'cause, you know, yes, your kids are going to complain.

All kids are going to complain. They don't want to take an hour test, but it is important because your kids are going to have more tests in the future.

**AP** **Ami Paulsen** 18:04

I feel like as a parent just having that communication, maybe it's in the loop, maybe it's also an e-mail just of like here's why.

Would really like your kids to take this test.

You know, not saying you know it's required.

They have to, but just this is how Lincoln uses this information, and this is part of our charter renewal.

Because I I mean, I remember when my kids were younger, it was just oh, it's C math.

**FH** **Frick Heather** 18:31

Play.

**AP** **Ami Paulsen** 18:33

Just be aware this is when C math is and.

I think it wasn't until I was on SAC, which it's I think this is like my 3rd or 4th year on SAC that I that I as a parent understood why they need to be taking CMAS. And yeah, was communicated to my son. Like I said, he's a.

Junior now. So this teacher is no longer at Lincoln, but she was like, you don't have to take it.

It's not a big deal.

Now I'm his mom.

So I was like, yes, you do have to take it so. But I think a lot of, yeah, that that it just wasn't communicated.

So I think just letting parents know as a parent.

If I saw this test is really important for us as a school community, I don't know.

I think that might make parents more likely to say, Oh yeah, there's no reason you shouldn't take this.

Like, yeah, it's not fun.

Nobody likes it, but it's really important, so I don't know.

**RM** **Rob McCready** 19:25

I believe we should be able to.

I believe we can message why it's important. We just can't say it's required.

I can't just in that vein though.

Also, should time parents like here's how to access it in infinite campus now shows you trends.

So it always was kind of like my kids are going to go take CMS and then I'll hear about a score that will have no idea how that relates to anything else.

Now there's a place in seat in infant camp that you can go and actually see the trends and see your kids score over years.

So that's something we've maybe been putting front parents of. Hey, do you want to see how your kids improving?

They have to take the test to see the improvement that that may be a carrot we can use.

**L** **Lori** 20:02  
Better.

**RM** **Rob McCready** 20:06  
Madera, you got your hand up.

**MP** **Maudra Pacheco** 20:08  
Yeah. So in the past I know.

When we started doing leopard lessons in on the PTO Facebook page, we worked very closely with the admin on how to word why it's important and how it's used. I mean, we could probably do something to revisit that and I know that Rob and our social media coordinator, she really was very thoughtful with talking to admin about how she can word it so that way.

It's not crossing a line with parents and and saying it's, you know, it's a necessary requirement. Rather why it's important and the reasonings behind it.

So that's something we can definitely bring back onto our page as well, just to just to kind of blast that to the community and maybe even see if we can get it on the parent's page if they'll allow it.

**RM** **Rob McCready** 21:08  
Yeah, I I'm sure we're well.

Any parents allowed to post that parents page? It definitely should not come from me on the board, but.

We can probably talk to PTO. You guys could probably coordinate with the admin of that page to talk about there too.

**MP** **Maudra Pacheco** 21:27

I think it's worth, it's worth definitely a shot just to kind of put that out there again, just to kind of be a refresher for maybe even you know, the parents that have come in that are new because they've had a kid come in, you know later in.

The later grades.

**RM** **Rob McCready** 21:46

May or is it late April?  
Just thinking scheduling once.

**FH** **Frick Heather** 21:52  
It's beginning of April.

**RM** **Rob McCready** 22:03  
To provide target March for communications to.  
Start to make sure people are hearing it from multiple places.  
OK.  
Any other thoughts or ideas or questions on CMAS and participation?

**L** **Lori** 22:24  
I do so I understand.  
Like there's this area where we're not supposed to, like, reward them for doing it. But maybe we can think of something that's more like if we hit a goal as a school.  
I don't know.  
I don't know.  
That's a hard one.

**RM** **Rob McCready** 22:46  
Remember Mr. Hurst mentioning and I I will mangle the rule if I try and do it off top my head. It has to be very clearly not like it cannot be targeted so it can.  
It can be.  
The whole class can get a pizza party, including the kids that opted out.  
And I'm not sure if you can say like only if the class is above a certain percentage, because that would then.  
Pressure on them or something? I so I I think it can be like hey CMS is coming.  
We're gonna have a party afterwards as.  
A may seem as a good thing, but it can't be tied to the performance because we can't have kids beating up their friends to force them into CMS.

**FH** **Frick Heather** 23:29  
Yes.  
You can't.

You can't incentivize their growth or their scores on it, and you can't incentivize the attendance on it.

But you could incentivize its CMAS, and we're going to get to the end and have a CMAS party.

As a whole, just to celebrate a CMAS being done. But you can't incentivize it in any way.

So if one class is getting it or one grade level is getting it, it has to be consistent across.

**AR** Ashley reynolds 24:06

I just have one quick thing and then I have to duck into the concert at us.  
But can we?

**RM** Rob McCready 24:11

Stories.

**AR** Ashley reynolds 24:14

Can we pull our families and ask what it is for them that would prevent participation or is that not something we could do?

**RM** Rob McCready 24:23

As mentioned earlier, I can't hear if it was before. After you dropped the last time. I'm gonna run by admin about what we could do in the family survey.  
Can we add that? If so, that that would be saying that in February that might give us some ideas going into March for communication.

**AR** Ashley reynolds 24:36

OK.

**RM** Rob McCready 24:44

I'm just not sure.

We probably very careful the wording to not.

Or something that sounds like we're trying to do a very meeting question of, you know.

**AR** Ashley reynolds 24:56

Sure. Yeah, we'd have to do it very carefully.

**RM** Rob McCready 24:58

Bad ways of asking it but but I I I feel like we should like. I feel like there's a way of asking the question that would get us potentially.

Real answers and not run afoul of that 'cause that would least.

Please give us some idea.

Is there ideas circulating that we're not aware of that are, you know, it's not important or you shouldn't take it. You know, it's a protest vote against it.

Something like that going on that we just don't see.

I think we'd see that in more grades than just 8th grade. If it was. It feels like this is very.

**AR** Ashley reynolds 25:29

Yeah.

**RM** Rob McCready 25:36

It's the end of the year.

Let my kid do whatever they want because they're graduating potentially.

**AR** Ashley reynolds 25:40

Right. What about if we had a teacher who maybe there's some who genuinely love, like the data from it.

Maybe we could have them do a little video and say This is why it's important to me to have this data.

Maybe that would be helpful.

**RM** Rob McCready 25:58

You might be able to. I haven't run it by admin yet, so I don't wanna publicize it.

But these graphics that were showing are coming from a power BI database I created of the last nine years of CMS data.

**AR** Ashley reynolds 26:05

Sure.

**RM** Rob McCready 26:14

So we got, there's a lot of data that we could poke around with.

To show and have it if a teacher wanted to play with it or any teacher wanted to put, you know, a presentation together and could that, you know, we could help put together that they want.

**AR** Ashley reynolds 26:27

Yeah, I just think it would add a personal touch like a testimonial. Do you know what I mean?

Instead of, just look at these charts and people don't sometimes care about things like that.

Don't wanna take the time to dig into it, but if they have something that was passionate about it and have a personal testimony and maybe it was appeal more.

**RM** Rob McCready 26:47

I like that idea.

OK.

**AR** Ashley reynolds 26:51

OK.

Well, I'm out. Thanks guys.

**RM** Rob McCready 26:54

Thank you for attending and enjoy concert.

**AR** Ashley reynolds 26:55

OK.

Good. Thanks. Bye.

**RM** Rob McCready 27:01

OK. Anything else or we'll move on to the UIP.

D would you like to share or do you want me to move over to and go down the UIP?

**FH** **Frick Heather** 27:20

If you want to share, I can just talk down through it.

**RM** **Rob McCready** 27:24

I've got the draft here.

Let me see if I can.

Nope, I can't make that any better.

Tell me when you want me to stop 'cause, these are.

**FH** **Frick Heather** 27:43

Yeah, I think keep going.

Let me find it on mine.

You can go down to page.

Sorry.

We go to page 6.

Let me see.

Yeah, we can just start up it like.

The top and I'll just talk through it. If you start at page three, I'll just talk down through it and then we might scroll through some faster than others.

**RM** **Rob McCready** 28:38

So here student performs.

**FH** **Frick Heather** 28:39

Oh, where am I at right.

There we go.

Yeah. So just start there and I will start.

I can just Scroll down or just start talking down through and then I'll just ask you to scroll. Does that work?

**RM** **Rob McCready** 28:57

For me.

**FH** Frick Heather 28:58

OK.

So the UIP is the unified improvement plan.

Some schools are required a UIP.

All schools are required.

One some schools are looked specifically by the state if they're considered priority improvement.

Lincoln Academy is not that, and not in any.

Any even close to that need of that piece, but a unified improvement plan?

What it does?

Is it really looks at?

What is the vision and what is the work of the school going on that year or years?

So there's a component of what's happening this year and then continuing to look at what's happening with that same work for the next like five years.

So it really creates this overall plan.

The information that we took.

Was we were looking at CMAS data.

We looked at parent survey, took information from the board, took information from PTO from last year and really done, just took our data of our teachers in our school in general and came up with our priority improvement standards.

Paul and Jen and I all worked with the state.

Actually this summer to come up with our priority improvement strategies, we have three overall categories and then we from those three, we have different components in each one that we're working on.

So we'll talk through each of those and what those look like.

On for each one.

Robin, sorry, was there one above this one or is this the first priority?

Standard. I think that's the first one. Yep. OK.

So our first standard, our first priority is student and staff culture.

This is meeting the needs of all grade levels at Lincoln, so we're looking at every.

Single grade level and we've already actually started this work this year.

What the priority improvement standard is, is that all staff are growing and their ability to follow through on the non negotiable of staff behaviour.

So this is as we walk around and we observe or as students are coming into classes

we have set.

Through our instructional leadership team.

Some non negotiables that have to happen in every classroom and we should see them in every classroom.

The great part of this is at the beginning of the year, our instructional leadership team, which is comprised of our coaches, our admin as well as teachers. The teachers actually presented to the rest of the teachers, all of the things that we were asking for really focusing to.

Start around routines and procedures.

So that was the first part of this one.

That's really that student performance. The second part of this one is also.

Parent volunteerism this comes out of that charter renewal.

Our parent volunteer hours have declined over the last several years and so really focusing with the PTO and the new system to track hours and the new system to get hours and ideas out there for people how to track those and really increase.

Those hours for parent volunteers and then the last component of this one is what's called mtss.

Mtss stands for multi tiered systems of support.

What this is is when we look in a school, it's set up like a triangle.

The bottom layer is.

80% of your students should meet should be able to do what's expected of them.

Academically and behaviorally, with the basic systems of support that a teacher puts into the classroom, you have 15 support or 15% in the middle that need a little bit of extra targeted instruction. And then you have the top 5% at the very tippy top. Those those.

Need more intensive instruction and that's where we start to see things like special education.

Or significant behavior support plans, those kind of things.

So mtss targets that middle band and helps allow teachers to talk through what the data they're seeing is and then talk through specific behaviour.

Needs that to get interventions in place. That would really target that student and support that student in the classroom.

This had been in place at Lincoln, but it wasn't a successful model, so we put a system in place this year in which teachers are meeting with each other, meeting with the coaches.

Mental health and admin every week to talk through academic data, behavioral data and put interventions in place.

And it's going really well at this point. We have all of our teams are following the process. It's easier.

I'll be honest, Mtss is a lot easier in the lower grades as you get up into the upper grades. It's a little bit harder because kids are moving all throughout each class.

It's not the same teacher consistently so.

Are there any questions on that priority improvement standard?

That's number one.

That's the first part we're looking at for the school.

**RM** **Rob McCready** 34:31

Should the non negotiables be listed in the UIP?

It look like it might be a link to Lincoln website or something.

**FH** **Frick Heather** 34:40

It's not necessarily on the website, it's it's coming out of the ilti can talk to Paul if we should put him on there.

I don't know if it was because it's specifically like it's a growing list as we get through the year like them today and the staff meeting, for example, we rolled out really looking at learning outcomes and becoming more strategic about learning outcomes.

And so that'll start to become on that non negotiable as well.

So I can ask him if he wants to link it.

If there's a way in the state system to link it, we will figure that out if he does.

But I will ask.

That's a great question.

**RM** **Rob McCready** 35:24

OK.

I I just wasn't sure if an outside reader would keep seeing that and be like, but I don't know what these non negotiables are that they're trying.

**FH** **Frick Heather** 35:31

Right, Yep.

**RM** **Rob McCready** 35:39

I think there's a section farther down below about how we're gonna do this because I was thinking of the parent volunteerism and the new tracking system of, you know, adding something.

This is one things we're doing is tracking better or having a new system that hopefully will track hours better.

**FH** **Frick Heather** 35:56

Yes.

Were there any more questions?

I don't wanna keep going if we're.

OK.

The second priority improvement standard is really around what Lincoln Academy refers to as sense making.

And So what this really is, is we're looking at our CMAS scores.

We're looking at our map data, which is the district assessment and what we're putting into place is.

Really making sure that teachers have those observations happening and that feedback coming quickly and efficiently. Looking at lesson planning.

So the coaches have been out with all of the teachers.

Working in tandem with them lesson planning and then this is where that instructional leadership team really also comes into play of supporting.

Like I said, this week we're starting that push around learning outcomes and not being task oriented.

But what do we want?

The students to learn and and why so really so that the students can understand why they're having to learn some of these things like it used to be a history teacher and it was always the question of why do we have to learn history.

So it's really coming around to that, why they're learning about the conquistadors.

Why are they learning about?

You know irrational numbers, so that why in the what in the how really wrapping it around. So it's in kid friendly language to really support their understanding as to what they need to be getting out of that lesson.

**RM** **Rob McCready** 37:39

I I know it's based on the CMOS scores.

Will the winter map help us at all in giving us?

We're headed in the right direction.

**FH** **Frick Heather** 37:51

So the map scores from last year actually went lockstep with what Seamas came out as, so we could see in the based on what the map scores were, they followed the trend lines pretty straight down South they are.

It's not necessarily the end all be all, but it is a big piece of what we look at to make sure.

That students are on track.

It doesn't necessarily have to be the winter one because.

Come out late.

We can also see the trend on May and see how that looks.

Some schools in some years what you see is a dip in the winter.

So they start off a little higher and then they dip in the winter and then they come back up.

It's just a trend that school C Lincolns don't necessarily do, that they continue to go up, so it could be a predictor of what we see. But we're also collecting dibble's data in the younger grades.

For reading, the KEA is in the kindergarten class.

We're also looking at classroom data and trend lines in those.

So there's all sorts of data that comes in what's reported out, because the state typically sees it as cmass data.

Any questions on that one?

Okie dokie.

And then the last one is student behavior support.

So this is looking at our SEL curriculum which we use second step at Lincoln.

And really, ensuring that all grade levels are getting that SEL instruction. This year we moved all of our homerooms across the school are at the same time.

This allows for students to do buddies.

Older kids with the younger kids for buddies.

And it also allows for us to do core value assemblies together and then it allows our

mental health team to be out in supporting during that time and taking it deeper into the lessons throughout the school day.

What we're also looking for in this one is a reduction of behavior interventions.

I don't know if.

Yup. Last year we saw a 2 / 250 disciplinary office referrals.

That included 23 suspensions, and so we're looking to reduce this to less than 150.

In less than 20 suspensions, so really having a more proactive approach to behavior, a more proactive approach to being out in the building, being mental health and admin being out supporting and so those.

Behaviors we want, we'd like to see a reduction, Paul originally had said less than 20 a month, but that's hard because some months bubble up, his kids get excited, like Winter December's going to bubble up because kids are super excited. And this is a short month and.

You know, behavior starts to come.

May is a rough one because behaviors are bubbling, they're all ready for summer so.

That's hard to see.

Where then, like February?

We don't necessarily see as many behaviors because it sits in the middle.

There's nothing like really enticing about being done.

We don't necessarily see those behaviors still see them, but not as many. So. So we went with an overall just reduction each month, but then less than 20 suspensions and fewer than 150.

Disciplinary office referrals we have also moved.

The system this year.

Is that mtss that I talked about earlier?

This allows we go through infinite campus.

An infinite campus allows for classroom interventions to be put in first so we can track those, and so if a referral is being made for something like.

You know the student wouldn't stop talking.

The admin is going back to look at and make sure.

Like what intervention has already been tried and put in place.

Because if it hasn't been addressed with the family involved and it hasn't been addressed with the teacher, putting an intervention in place, we wanna make sure we're doing things to actually support the student in the classroom, not just kicking it up to admin to put in a Det.

Or or.

Some sort of consequence?

So the system works nicely together.

It is a new system to us.

So there were some kinks at the beginning, but I think we've got a solid working plan now with what that looks like and how they come in.

It also has two week communication between the teachers who put it in and the admin, so we can.

Go back and forth and they can see what was put in place and what needs to be done next. So.

Any questions on that one?

**RM** **Rob McCready** 43:01

OK, awesome.

Are the in class intervention counts tracked?

**FH** **Frick Heather** 43:10

Yep, both can be pulled in an ad hoc report which our admin team is pulling each week just to track and see.

What the numbers are looking like and what interventions are put in place, most of these are also talked about in the mtss meetings each week.

So teachers are working as a team on this rather than in isolation.

**RM** **Rob McCready** 43:37

Anyone else?

OK.

**FH** **Frick Heather** 43:44

OK.

So the next part is it goes a little bit more into it and those root causes behind it.

I kind of talked about these a little bit, the root cause of that school culture is really.

We just want all staff growing.

That's the goal of of the admin team and the coaching staff really to have all staff growing because if the staff is growing and how they're delivering that instruction, it means our students are growing at a higher and faster rate as well, so.

Really just having the best teachers and the best places to really support the learning of the students so that the students are getting the best instruction and they're growing their scores and their skills faster as well.

**RM Rob McCready** 44:29

When we say 30% of staff are following all non negotiable or the full mtss process. How do we quantify that? And is that as of what date?

**FH Frick Heather** 44:44

Yep. So the nonnegotiable.

So this is baseline data. The non negotiables was tracked. All of the admin went out with checklist and we looked down through the non negotiables.

If the teachers were following them, it was a kind of a yes no, all the way down. And then we quantified it that way.

They quantified it actually last year and then we took it again at the start of this year and we continue to look for it and give feedback on that.

The mtss.

Data what we're looking at because it was a new process, we wanted to make sure.

Everyone was following it with Fidelity, so when it says 30%, that was our goal.

In in actuality, right now 100% of our staff is following this at this moment. So we're just working to maintain that and work out the new.

It's a new system, and so making sure it really meets the needs of the teachers, but also meets the needs and supports students.

**RM Rob McCready** 45:46

K awesome.

I keep scrolling but there's so much I miss.

**FH Frick Heather** 45:59

Sorry, my voice just got home from practice, so it might be a little noisy for a second.

**RM Rob McCready** 46:03

No worries.

**FH Frick Heather** 46:08

So the sense making one is again, we're just trying to grow those overall scores. It does.

Look at this.

Looks at C mass, but as a school we're looking at multiple data points.

So not just C mass.

For the state purposes, it is that C mass, but really looking at MAP data C mass data, dibbles data, KEA data classroom data.

Getting teacher feedback, getting student feedback in there.

So really making sure that we have the best lessons in place and that they're really rigorous and they're supporting the students, continuing to grow in all academic areas.

And then the last one is just that sense.

Sorry behaviour support really. Looking at the consistent expectations and enforcement.

So here is where with the new system we are trying to.

Have all of the information in IC either in that classroom intervention or in an office referral.

It's really training teachers to put those in all those interventionists, because teachers do a lot of interventions.

But we don't necessarily always write them in a system, so it's writing them in the system. That can also then continue on to the next year.

So the next teacher who has that student can see what interventions were in place.

So we're not starting over again, day one. We've already got a list of what was tried in place. So we're not backtracking and having to go back and figure out what what worked last year.

We have it there.

We can pull it up and see.

**RM** **Rob McCready** 47:58

That new functionality in infinite campus or just functionality?

We're now starting to use.

That's always been there.

**FH** **Frick Heather** 48:05

So the district just rolled it out this year.

**RM Rob McCready** 48:08

Yeah.

**FH Frick Heather** 48:08

I think it's new overall to infinite campus, but I think Jeffco also just bought into it a little bit. And so that was the system when we went to all the behavior trainings.

That's the system that they're supporting and the behavior department is actually supporting us strongly, which doesn't always occur.

And so we're using that infinite campus because we have that backing and that support those support people as well.

So again, this just goes back down through.

It's just going into a little bit more detail.

And information on it. If you read through it, it's looking at what those Tier 1, Tier 2 and Tier 3, what those mean in education tier one is that 80%.

Tier 2 is where MTSS focuses.

It's that 10 to 15% Tier 3 is at the top.

That's the more intensive.

Where we start to see a lot more services get put in place, but in order to get to Tier 3, we want to make sure we've offered a solid Tier 1 foundation and we've offered and we put in place interventions at that Tier 2 level before we get.

To tier 3.

So we don't want to jump straight to Tier 3 and say.

That the students don't necessarily have those skills when we haven't put interventions into really specifically address those. Like I said, most students.

80% of the students get it with the instruction that's given to them in the classroom or with a couple of prompts or reminders that 10 to 15% just needs a different way of having it approached.

And so that's what we're looking at in that mtss and really looking at that piece.

I know where we're at now, Rob.

**RM Rob McCready** 50:07

Oh, these ones are spread out with implementation stuff.

**FH Frick Heather** 50:07

OK.

Yep. So all of these actually have already started. Like I said, we met this summer with the state and all of them started day one.

We rolled out the routines. We rolled out the non negotiables.

We rolled out Mtss SCL instruction started day one.

So all of these are rolling and in the works. The dates at this point are dates, one where we started them when they're anticipated to end based on the work we did with the state, just to make sure.

We were looking at reasonable expectations and not thinking.

That 100% of our teachers would have all the non negotiables by one month in. We have to account for newer teachers. We have to account for teachers that might need a little more support in that area.

So really just setting realistic expectations so that the students we can continue to push the teachers so the students are continuing to get that instruction that would benefit them as well.

So the dates there.

Are really working on.

Like I said, starting in August.

The sense making one is continuing work in progress.

We're also rolling out peer observations where the teachers can go observe.

Right now it's our instructional leadership team is out.

Observing each other, but we are gonna roll it out to those teachers who.

Are read in that space and they're ready to start to go out and observe each other and learn from each other again those newer teachers.

There they go out and observe.

But they usually go out and observe with a coach or an admin to really target their focus and what they're looking for.

Other teachers are going out with a specific lens to give feedback as well, just to continue that piece.

Play.

And.

Yes. So this is again on mtss it, it just keeps going down through getting a little more in depth with the dates, getting a little more in depth on what we were seeing.

So this is the non negotiable piece.

It's gonna show you who will monitor it.

It's also going to tell you what our milestone is. So that 90% is the end goal of what we wanna see by the end of March.

This here's the parent volunteer, one administrations working with PTO by May.

We'd like parent volunteerism to have increased by 25%.

That's looking at the hours that we had last year versus the hours we have this year.

And so I have not pulled that data.

I don't know where we're at with that currently, but I know there's been a lot more opportunities and people are talking about how much easier it is because of the new system to log those hours.

And then.

Yeah. So you can read down through each one when we're expected to have it met and who's in charge of that one.

Most of them you're gonna see administration on, but coaches are also involved.

Mental health is involved.

Pto we've got PTO support on that piece.

And then, of course, the teachers doing just fabulous work and really pushing themselves on this as well.

Are there any overall questions that I can answer or support? Or any thoughts or?

**RM** **Rob McCready** 54:05

Think I missed the last two Facebook videos?

Has miss first talk about volunteer opportunities already?

**FH** **Frick Heather** 54:18

The ones that he's doing is that what you're talking about?

I know he's talking about.

**RM** **Rob McCready** 54:22

Yeah, this guy.

**FH** **Frick Heather** 54:23

Yeah, he's talked about them in some I know at the math night last week, it was talked about putting in volunteer hours. Pto came out to talk today.

And did a fabulous job talking about getting the teachers involved and getting the word out to parents for the fall fest on Friday, continuing that piece.

We have seen.

What losing the name of what they're called watchdogs?

Out. And so he is pushing it in his it's also pushed a lot in.

The OK. I'm gonna call.

Maybe call it the wrong thing?

Is it the scoop that goes to the families or the loop?

**RM** **Rob McCready** 55:07

Loop.

**FH** **Frick Heather** 55:08

The loop alright, I get 2. I get a scoop and a loop.

So in the loop, I know it's been pushed there.

I think we can continue to do more with it specifically.

Teachers involved in pushing out those what they need in their classrooms, like if they need help cutting or if they need help, something's that can be done at home.

I think we can really push our teachers to do a little bit better so we it doesn't have to be that you're coming in and doing it.

It can be take this home and and cut out.

I don't know.

Cut out the continents for us.

But so that they're continuing that.

**RM** **Rob McCready** 55:49

Sure. Awesome.

**FH** **Frick Heather** 55:51

Oh, lots of hands, Madra.

**MP** **Maudra Pacheco** 55:54

Yeah, just to kind of add on to that, I have seen in his videos, he's plugged middle school sports because that's one of the big things that we're gonna start hitting hard on as well. We need help with, you know, cross country people to help with, you know.

Guiding the kids along the path we need help with middle school soccer.

I know that's something that misses Rosovich spoke with us about about getting like watchdog dads to kind of keep.

Middle school soccer parents off the you know, off certain.

Places of the field maybe redirecting animals to be taken off the field?

So there's been a real hit for middle school sports as well.

And he also did plug that in one of his videos. And just to kind of give you all a heads up too, I have worked with a handful of teachers on getting them sign ups.

I just finished a third grade teacher's sign up for Monday folders.

Missus McKinney has her library signups on there.

I'm working with a fourth grade teacher to get math cutouts so.

We're really trying to kind of drive that with the teachers and they've been reaching out to us to create sign ups for them and we've also been plugging it to let the families know that in order to sign up, that they do need to be on the track.

It forward platform. So we are seeing we're seeing more and more.

People sign up, I think.

If I look at my list and go to my dashboard as of today's date we have.

265 volunteer signed up on the platform.

And just a small amount of that is comprised of actual faculty and staff at Lincoln, but the rest of it.

Are active volunteer members that parents in the community that have signed up, and then we also have 12 volunteers that have reached over 20 hours.

And they're going well beyond that too.

So we're also trying to encourage, OK.

It's not just 20.

It's more than 20.

You just keep logging them as much as possible.

So we are seeing a pretty good, you know, a pretty good trend.

**RM** **Rob McCready** 58:10

Awesome and shout out, Modro added SAC to track it forward as well so you can sign up there and auto put in your hours.

**FH** **Frick Heather** 58:21

Madre, is it an increase that you're seeing from last year?

**MP** **Maudra Pacheco** 58:26

You know, we don't have.

Unfortunately, we did not have access to those volunteer reports that was handled by.

A board of Directors member that was tracked through a couple of different ways.

I know they started with Google Docs and then.

It was like a it was a Google.

Survey and then they went to Microsoft. So I don't know where they were at around this time. But I mean, we started out when we first launched everything.

I mean, it was pretty slow, but yeah, we do see people actively using it and signing it up, assigning up for it. And it's very useer friendly so.

But we do have access to reports as well, so we can definitely pull our reports.

To kind of see where everybody's at as well.

**FH** **Frick Heather** 59:19

That's great.

**MP** **Maudra Pacheco** 59:21

So and I see people are logging their time.

I'm looking right now at my list and I see probably I mean within from 5 hours ago to about a day ago.

I mean, I see over 20 entries, so people are definitely using it.

**RM** **Rob McCready** 59:40

Awesome.

**MP** **Maudra Pacheco** 59:40

And I think that there's also this level of accountability too, that they can actually look in the platform. They can look at their hours and what they're getting.

**FH** **Frick Heather** 59:41

That's great.

**MP** **Maudra Pacheco** 59:50

I know that that was kind of a big concern for some of the families.

Was that, you know, we track our hours, but where do they go and where do we see where we're at at the end of the school year?

Or did we meet?

Or did we not this just kind of allows one more extra step for the parents to be able to say, Oh well, I can just go ahead and go into my.

After I'm done volunteering and it'll automatically, it will automatically log your hours, but it'll you. You can just go in, pop, pop in the event that you went ahead and volunteered for and it'll automatically fill everything in for you, and then you just put your hours and it.

Met and the great thing about this platform as well is it reminds you two days in advance that you have whatever you're volunteering for. And then the next day it says don't forget to log your time.

**FH** **Frick Heather** 1:00:30  
Play.

**MP** **Maudra Pacheco** 1:00:42  
So there's that added.

Piece there that a person can't do on their own. I mean, if we have 20 volunteers coming in every day or doing something everyday and there's two of us, you know, sending out emails, it just we just become inundated.

So it's really nice to see that this helps us out and does that for us.

**FH** **Frick Heather** 1:01:03  
Yeah, that's a nice feature.

**MP** **Maudra Pacheco** 1:01:07  
No, it look it's it's looking really good.

So you know, I was kind of when I first came on board with it, I was just like, Oh my gosh, this is just kind of another thing. But then once you start navigating through it, it's it's actually very easy, user friendly. And I I'm definitely on board.

**FH** **Frick Heather** 1:01:10  
OK.

**MP** **Maudra Pacheco** 1:01:25

With this 100% and if we could make this, you know, part of a long term solution, you know, I would think it'd be wonderful and hopefully they can do better on their app development so we can see a little bit more, but.

I mean, that's always something to come in.

You know what they do with their little updates from time to time, so no complaints on our end so far.

**RM** **Rob McCready** 1:01:50

Lori, you got your hand up too.

Got two hands up somehow.

**L** **Lori** 1:01:57

Oh good, I thought it was gonna take it away.

I just wanted to say like.

Buying supplies for school events.

That counts for hours too, correct?

**RM** **Rob McCready** 1:02:12

Absolutely.

**L** **Lori** 1:02:13

So that's not very clear. I feel like in a lot of the classroom stuff.

It was made clear during Grandparent's day I believe.

But not so much with with the classroom.

Also.

Can't be my own handwriting.

Just letting some more families know that it's more than just like their classroom, their kids, that there's other places to volunteer.

I've talked to quite a few other parents and they were shocked that like I helped out in a classroom that wasn't even my own child.

It was the library, but like.

She needed help that on that.

Also, I had another parent tell me that she really enjoyed the summer hours that she

was able to get.

She knocked him out during the summer.

'Cause. That's really her only free time. But she was mentioning how maybe, like, more weekend things would be kinda cool.

**RM** **Rob McCready** 1:03:24

She doing the landscape stuff.

**L** **Lori** 1:03:24

In the.

Yeah.

And then as far as like logging, it's been so much easier and it's so much easier to find volunteer activities. That whole thing is just a blessing.

But maybe just whoever we've volunteered with, if they could get better at reminding us how important it is to log that time.

The front desk tries to do their best when you go and log out.

They they have a sign or they have that computer like already set out.

But they're quite busy.

Usually.

That's all I have though.

**RM** **Rob McCready** 1:04:09

Nothing is all good suggestions.

**FH** **Frick Heather** 1:04:09

Thank you.

**L** **Lori** 1:04:11

Play.

**MP** **Maudra Pacheco** 1:04:12

Well, and just just as a quick kind of chime in here. I know that we they put something out in the Lincoln Loop about logging hours for bringing in school supplies.

And I know that that was a message.

I was actually emailed by a teacher this weekend about how she could communicate with families that when they buy stuff for the classroom as well, that's considered volunteer time.

So that's been something that the teachers have also brought up to us that we're we're working.

**FH** **Frick Heather** 1:04:41

I.

**MP** **Maudra Pacheco** 1:04:42

With them to to send out to the parents, even if it's in their Monday messages, or even if it's something that they buy real quick.

Because I know my students.

He has a science curriculum and his teacher was asking for some things on the list.

So that was something that she could have definitely communicated with the families. But we are working with the teachers on that and they are also aware of of letting their parents know that too.

So that's that's thank you for bringing that up because.

People kind of skip that, that stab.

In in realizing you know when they're giving so much to the classrooms, they they don't realize that that actually goes to their time as well.

**RM** **Rob McCready** 1:05:29

Anything else on that?

The next one.

**FH** **Frick Heather** 1:05:43

Umm.

The last one here.

This is the behavior one.

This is also looking at the surveys that we send out.

So students were sent out a survey.

Students who did not opt out were sent a survey.

Just on their rating their own like thoughts about school and thoughts about.

Pieces at at Lincoln Academy.

So that data came in and really just getting ahead of.

And like I said earlier, just proactively looking at behaviors instead of reactive in the year, the past few years, a lot of stuff that's been looked at is reactive.

We really want to look at a proactive approach to make sure we're ahead of what's coming.

You can't always be ahead of everything, but putting some things in place that really support kids.

Being more visible, the admin team has been.

Much more visible this year in all of the classrooms and all of the lunches and recesses.

I'm really just trying to get ahead of where we're seeing those big behavior start to come, which is typically those social times, like the hallways for passing periods and then the lunch recess time for all grade levels.

It's just that unstructured time is where we're seeing the bigger behaviors typically come. And so making sure we're all out there to support as well and not just being called after the fact, so.

So those consistent behavior expectations there at Lincoln, we refer to them as the five steps.

So it's going through that, they're getting a reminder they're getting.

Essentially they're getting having a conversation.

They can have a restorative conversation if needed.

There's a referral process and then I missed 1A refocus.

So if they need to step out of the classroom to kinda reconnect themselves and refocus and then coming back before we're just seeing the behaviors escalate and all of a sudden it's sent up to add man, is this referral really trying to get those steps?

Proactively in the classroom and how do we support the teachers in maintaining those in their classroom through meetings, through interventions, what we saw a lot of the trending data last year.

Most of the referrals the students were being referred one or two times, which could really be put in place for a teacher intervention in the classroom instead, rather than come up to an admin referral.

So really trying to get ahead of those, there's always.

You know the behaviors that are consistent from that top 5% that we look at in RTI or MTSS, but really looking at how do we decrease some of these other referrals that are coming our way that could be put in place with supports in the classroom so.

That that student doesn't necessarily need admin referral.

It might just be a conversation.

In that reminder from the admin, but it's not a consequence coming from the admin down so.

Looking at that piece.

**RM** **Rob McCready** 1:09:11

Any questions?

I can't actually see if people with their hands up when I've got the screen share so.

**FH** **Frick Heather** 1:09:20

I think Lori has her hand up, but I think that's still from the last one.

Is that correct, Lori?

**L** **Lori** 1:09:26

Yeah, I tried clicking it again to lower.

**FH** **Frick Heather** 1:09:30

There it goes.

**L** **Lori** 1:09:30

Thanks.

**FH** **Frick Heather** 1:09:35

So again, we're looking by May.

Decreasing those office referrals and decreasing those overall suspensions and the difference between a detention and a suspension.

A detention is served in school.

In school, suspension is served in the school building as well.

Out of school, suspensions are served at home and so decreasing those.

Honestly, like the amount of suspensions compared to other schools is actually quite a bit lower at Lincoln. They're from what I have seen, Lincoln kids are really great kids.

And if you give them a reminder, they will adjust quite quickly on that piece.

So it's really just getting us all on the same page of how can we just have those

conversations quickly in the classroom or in the hallway and then get back to learning because that's where we want students to be as in. Class learning not spending time waiting for an admin to talk to them on something that could be have could be solved in the classroom. Not saying all behaviours are that way or all discipline issues, but the majority that we saw last year were. One or two times that they were referred and not always for things that were an emergent need for an admin. So.

**RM Rob McCready** 1:11:00  
OK.

**FH Frick Heather** 1:11:02

And then.  
The last one there is just the staff.  
Survey just the staff perception of the school. So that'll go out.  
To staff and that's just staff rating what?  
The school.  
What? How they feel the school is doing and how they feel the school is supporting them with behaviours and such, such like that.  
And then the last part is just a new Zing.  
They we have to click all these boxes that we agree.  
That we have a reddec plan in place we have.  
As we have the SAC Committee, we have stakeholders, lots of stakeholders looking at it. The board has looked at this.  
Mostly the board has seen this through the charter renewal because we're in a charter renewal. These overlap quite a bit.  
So we see lots of overlapping of all of these things and then that we're just following, we have, we follow FERPA, we have free and reduced lunch options available, all those things. So.  
How to click the I agree boxes for that one.  
So that's the draft that will be sent.  
Like I said, Lincoln is in no way in danger of need needing one. But every school is required to fill one out and send it in for what they're working on, just to make sure they have a plan.

Lincoln scores overall look really great.

We actually grew tremendously.

It was a huge celebration on the staff. Our SPF score grew this year.

Or this past year. And so just looking at continuing that focus of continuing to get better and being the best people and staff we can be for our students and our school.

**RM** **Rob McCready** 1:12:56

When does the UIP get submitted?

For when does the draft get submitted?

**FH** **Frick Heather** 1:13:02

Friday.

**RM** **Rob McCready** 1:13:03

OK.

Awesome. I appreciate the rundown of it.

Does anyone have any other questions or items to bring up?

**FH** **Frick Heather** 1:13:16

And like I said, it does go lockstep with what we've also put into the Charter renewal, which was I believe they did submit that.

And that will come up to the to jeffco's board here shortly so.

They're kind of working in tandem with each other right now.

**RM** **Rob McCready** 1:13:38

Yeah. Good now.

If nothing else, I think we're done at 7:45.

I appreciate everyone showing up remotely and.

We'll be remote again next week as I'll be out of town once again, at least somewhere nicer. I'll be in Breckenridge next time.

So I'll talk to you later. Bye.

**FH** **Frick Heather** 1:14:05

Thank you.

**MP** **Maudra Pacheco** 1:14:08  
Thank you.

● **Rob McCready** stopped transcription