Our Direction

Lincoln Academy

Vision:

The Academy at Lincoln is committed to providing a quality face-to-face and remote learning environment in which all students can achieve academic and social success through the arts and global studies.

Values:

Diversity. We are committed to creating an educational organization where a variety of persons and perspectives are welcome. We are committed to providing an environment where students and staff from all cultures and backgrounds may succeed.

Empathy. We are committed to developing a culture where our employees identify with and understand the feelings of our students and parents and their colleagues.

Equality. We are committed to creating a school system where everyone is appreciated and judged based solely on their contributions and performance. Through the work of this institution, we will create awareness of and develop strategies to understand and eradicate prejudice, discrimination and racism on the individual and organizational level.

Innovativeness. We are committed to fostering a work environment where the goal is not to manage innovations, but to become innovative. Problems are identified, ownership of those problems is assumed by the adults in the district, and everyone works together as agents of the solution until the problems are solved. We will not stop until obstacles are removed, solutions found and clear and compelling goals are established.

Integrity. We are committed to creating a school district that acts with honesty and forthrightness, holding ourselves to high academic and ethical standards, and dealing with everyone with respect.

Mission:

We, in the Lincoln learning community, are dedicated to providing an emotionally and physically safe, positive, and nurturing environment for all in our quest for academic, social, and personal excellence as we strive to become contributing members of society.

Goals:

- By June 2022, we will decrease the achievement gap between white and black students by 5%, from 62.9% to 59.8%.

  Performance Measure(s)

Performance Indicator: EOG Scores		
Data Source: NCDPI	Baseline Year: 2021	Baseline: 62.9%
Target Date: 2022	Target: 59.8%	Actual:

- By June 2022, we will decrease the amount of instructional time loss by implementing MTSS structures of support and intervention.

Performance Measure(s)

Performance Indicator: 1. Evidence of learning loss - 2021 EOG data (NCDPI) 2. Evidence of MTSS intervention/remediation - Quarterly NWEA MAP Growth, quarterly GCS IA assessments, and 2022 EOGs.		
Data Source: NCDPI	Baseline Year: 2021	Baseline: 12%
Target Date: 2022	Target: 0%	Actual:

- By June 2022, we will increase teacher capacity through coaching with a focus on instructional equity and proficiency.

Performance Measure(s)

Performance Indicator: Coaching calendar logs, coaching feedback, coaching data, notes from trainings.		
Data Source: GCS and curriculum facilitator	Baseline Year: 2021	Baseline:
Target Date: 2022	Target:	Actual:

- By June 2022, we will increase the attendance rate from 96.08 to 97.04%.

Performance Measure(s)

Performance Indicator: PowerSchool attendance data.		
Data Source: PowerSchool	Baseline Year: 2021	Baseline: 96.08%
Target Date: 2022	Target: 97.04%	Actual:

- By June 2022, we will increase the performance composite by 5%, from 59.1% to 62.1%.

Performance Measure(s)

Performance Indicator: 2022 EOG Scores		
Data Source: NCDPI	Baseline Year: 2021	Baseline: 59.1%
Target Date: 2022	Target: 62.1%	Actual:

Selected Indicators:

Curriculum and instructional alignment

A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)
A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)
A2.24	All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes objectives for student management of their learning.(5330)

Data analysis and instructional planning

A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)
A3.05	The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)
A3.10	All teachers use assessment data and match instruction and supports to individual student needs. (6827)

Distributed leadership and collaboration

| B2.03 | The school has established a team structure among teachers with specific duties and time for instructional planning.(5143) |

Family Engagement

| E1.05 | The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions.(5181) |
| E1.06 | The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182) |

High expectations for all staff and students

| A1.06 | ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087) |
| A1.07 | ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088) |

Monitoring instruction in school

| B3.03 | The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149) |

Quality of professional development

| C2.01 | The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159) |

Strategic planning, mission, and vision

| B1.01 | The LEA has an LEA Support & Improvement Team.(5135) |
| B1.03 | A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137) |

Student support services

| A4.01 | The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117) |

| A4.06 | ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124) |
| A4.16 | The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134) |

Talent recruitment and retention

| C3.04 | The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168) |