Lincoln Academy Charter School
Principal’s Report to the Board
March 2017
“Educating with Excellence”

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

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

Theme for 2016-2017
Engagement Changes Everything.

Staff Update
- We have posted the following teaching positions for next year:
  - 6th grade – additional teacher needed for growth
  - 4th grade – to fill the vacancy created by Mrs. McKee

PARCC/CMAS Testing
For the 2014-15 school year, the Colorado Department of Education (CDE) began implementing new state tests called the Colorado Measures of Academic Success (CMAS). The CMAS English language arts (ELA) and math tests were developed in collaboration with a consortium of states known as PARCC (the Partnership for Assessment of Readiness for College and Career).
- Testing will be for students in grades 3-8
- The window of testing is March 20th – April 20th
- Students will take 3 English/Language Arts tests and 4 math tests
  - ELA tests are allotted 90-110 minutes
  - Math tests are allotted 80 minutes
- Students in grades 5 and 8 will take science tests
  - Science tests are allotted 80 minutes
- MAP testing window is April 24th – May 19th

Open Enrollment Application Numbers 2017

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Applications received 3-10-16</th>
<th>Total Applications received 3-10-17</th>
<th>Projected Class Size for 2017</th>
<th>Current Openings in the grade level</th>
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<td>Totals</td>
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<td>306</td>
<td>716</td>
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- If the number is negative in the current openings in the grade level, that means we are above the projected class size. We often will over fill a grade to accommodate for a sibling that was placed in another grade.
Policy Proposal
I would like to propose the board review, recommend changes and re-word to fit the Carver model to the following enrollment policy which would be voted on and added to the Board’s Ends Policy Manual under the section of Executive Limitations (MEANS).

The purpose of this policy is to outline the enrollment process and procedures for grades Kindergarten through eighth grade at Lincoln Academy.

Enrollment at Lincoln Academy

Age Guidelines
All students entering kindergarten in the Jefferson County Public schools must have reached their fifth (5th) birthday in the year of entrance on or before October 1 of the current year in which the child is enrolling in kindergarten. Students entering first grade must have reached their sixth (6th) birthday by October 1 of the current year in which the child is enrolling in first grade. Birth certificates must be presented at the time of applying and immunization records must be presented at the time of enrollment.

Enrollment Criteria
Enrollment is open and tuition free (except full day kindergarten) to any child meeting student eligibility. Lincoln Academy will meet all Federal laws and constitutional provisions prohibiting discrimination on the basis of race, color, gender, sexual orientation, national origin, religion, or ancestry.

Priority for Enrollment
Priority for Enrollment is given to the following classes of student, prior to the lottery. These classes are listed in order of priority.
1. Children, legal dependents or grandchildren of current employees of Lincoln Academy.
2. Siblings of Lincoln Academy students
3. Children of Lincoln Academy alumni
5. Jefferson County students
6. Out-of-district students

Lottery Process
The lottery process shall commence on the first school day after Jeffco’s First Round Choice Enrollment window closes. All students for whom a complete application was received prior to the end of the first round choice enrollment period and who are eligible for enrollment will be assigned a unique computer-generated randomized number and placed on the lottery list based on priority and the lottery number.

Wait List
Eligible applicants at each grade level shall be placed where space is available according to their randomly selected priority number within the categories listed above. Where space is not available, the lottery list becomes a wait list. The wait list remains in effect until September 30th of the current school year for which the lottery list was created. All vacancies shall be filled from this wait list.

Notifying Applicants
For the first round application period, the school shall provide notification of acceptance or where an applicant falls on the lottery list. The first round applicants shall have priority over those applicants applying during the second round. If an opening becomes available, applicants shall be notified by phone or email. This offer must be accepted or decline by returning the Choice Enrollment Confirmation form within 24 hours of the call or email. If the confirmation form is not return within 24 hours the student will be dropped from the waitlist and the open spot offered to another student.

Automatic Placement to Middle School
According to Jeffco Policy JFBA, “students accepted for choice enrollment shall be enrolled at their school of choice throughout the grades served by the school.” Lincoln Academy serves Kindergarten through 8th grade. Therefore, once enrolled, a student is not required to reapply for enrollment in 7th and 8th grade.
Administrative Transfer
After October 1st, students who wish to enroll in Lincoln Academy, must follow the district’s transfer process and will be considered on a case-by-case basis at the discretion of the Administrative Team as well as based on classroom space availability.

Grounds for Denial of Admission
The following are grounds for denial of admission to students requesting choice enrollment:
1. There are no openings available
2. Lincoln Academy does not offer appropriate programs or is not structured or equipped with the necessary facilities or personnel to meet the special needs of the student. Acceptance of a Special Education Students is conditional pending review of legal documentation of the student’s Individual Educational Plan to ensure Lincoln Academy can meet the needed educational requirements of the student.
3. The student has been expelled from any school district during the preceding 12 months, or has engaged in behavior in another school or school district during the preceding 12 months that is detrimental to the welfare of safety of another students or school personnel.
4. The student has been expelled at any time, or is in the process.

Principal Goals 2016-2017
Updated actions in green

Principals demonstrate instructional leadership. – Quality Standard II from the CDE Rubric for Colorado Principals

Principals support teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students.

<table>
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<tr>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
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<tr>
<td>- Provides needs based professional development. -Supports staff in the implementation of a rigorous instructional program.</td>
<td>...and</td>
<td>...and</td>
<td>...and</td>
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<tr>
<td>-Aligns professional development offerings with the school's needs. -Actively engages in professional development activities along with staff.</td>
<td>-Provides performance feedback to teachers that is: Actionable &amp; Timely</td>
<td>-Ensures that the school’s instructional program is: ~ Relevant to students’ needs and interests ~Focused on quality of classroom instruction.</td>
<td>-Ensures that teachers apply lessons learned through professional development -Teachers are able to identify their professional development needs.</td>
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Key Actions
1. Focusing on our theme this year; Engagement Changes Everything, teachers will have the opportunity to participate in professional development that will develop their skills to increase student engagement. I will join the staff in participating in these trainings.
August 11 – Kagan Training – It is all About Engagement – I attended this training and as I visit classrooms, I am seeing the techniques that were taught in this training being implemented. Additionally, my leadership team and I are using these engagement techniques in our in-house staff development.

October 10 – Kim Bevill – Gray Matters- The Magic that makes the Brain work – Through this professional development, Kim presented the top ten essentials for engagement of the brain in the educational realm. To highlight a couple of the ten essentials: movement is key for health, longevity, and ACADEMIC success, the importance of adequate sleep and proper nutrition, using music to improve recall, hands-on projects and gender differences. Our specials teachers really enjoyed this presentation as it validated the work they do in their classes every day. Additionally, teachers are conducting brain boosters times in the class (research says about every 20 minutes) and are leading with the why it is important. Fitness increases the size of the hippocampus for children which increase all forms of memory and recall. Perhaps the board should participate in brain boosters during board meetings!

January 4 -Finding Your Happy Place- Andrea Willis- Manager of the Jeffco Employee Wellness Program –Andrea led the staff in Mindfulness training for staff and students.

Andrew, Lindsey and I attended a Jefferson County Administrators Association Leadership development on February 9th. Guest speaker was Dr. Adolph Brown, a former public school educator and credentialed administrator, full tenured university professor, university dean, and businessman, told humorous stories with truisms or "REAL TALK" and research to challenge the audiences to live and work more positively. A very encouraging and uplifting morning.

February 27th and 28th – Colorado League of Charter Schools Conference
  o Highlighting some of the information I gleaned:
    ▪ Visible Learning: What Matters Most for School Leaders – This session was based on the work of John Hattie, who has compiled a synthesis of over 800 meta-analyses in education. The session focused on the leadership actions which make the greatest difference in student achievement.
      o The number one factor is collaborative teacher efficacy – referring to the “collective self-perception that teachers in a given school make an educational difference to their students over and above the educational impact of their homes and communities.”
      o Additionally, an instructional leader makes more of an impact than a transformational leader
    ▪ Transformational Leaders:
      o Set the vision, school goals, the expectations
      o Give instructional support
      o Monitor school activity
      o Buffer staff from external demands
      o Ensure staffing is fair and equitable
      o Are easily accessible to students and staff
      o Secure a high degree of autonomy for the staff
    ▪ Instructional Leaders:
      o Make several formal classroom observations each year
      o Interpret test scores with teachers
      o Insist teachers collaborate the teaching program across grades
      o Insist teachers expect high proportions of their students to do on achievement outcomes
      o Insist and know that class atmosphere in this school is generally very conducive to learning for all students
  o More of my day to day function is that of a transformational leader.
  o Promoting and participating in teacher learning and development also have a high effect on student achievement
  o Additionally, breakout sessions I attended: Employment Law 101, The Rise of Millennials and Understanding Generational Differences in the Workplace, Innovation in Compensation: Rewarding Commitment and Contribution, Teacher Evaluations that Inspire Excellence,
• Book Study throughout the year – *Teach Like a Pirate* by Dave Burgess

2. I will increase the frequency and impact of classroom observations by conducting 10/15 minute observations with feedback.
   • Goal is to conduct nine classroom visits a week
     o August total visits were 26/Goal was 18
     o September total visits were 17/Goal was 36
     o October total visits were 31/Goal was 36
     o November total visits were 24/Goal was 36
     o December total visits – I didn’t record
     o January total visits were 18/Goal was 27
     o February total visits were 5/Goal was 36

   • Prioritizing classroom visits in advance
     o Looking at my visit results from September, I have made it a priority to put visits on my calendar for October
     o Conducting formal observations and meeting with teachers has helped to increase my classroom visits as they are planned

   • Feedback will be timely and will enable teachers to be reflective thinkers about their teaching practice
     o So as I continue to learn about this high frequency process of visits, the first 3 visits in the classroom should come without any notes being taken in the classroom and feedback will be after that 4th visit. The idea is to build trust and a comfort level with the teachers.
     o I am in the process of giving some teachers feedback during my visits. I just received my new laptop this week, so feedback will be before I leave the classroom.
     o With my new laptop, I am able to send teachers feedback before I leave their classroom. In addition, I have been videoing teachers during their formal observation which is an extremely helpful tool for teachers’ ability to self reflect.

3. I will develop my instructional leadership role by participating in the High-Performance Instructional Conversations webinar produced by The Principal Center-Building Capacity for Instructional Leadership.
   • This webinar focuses on what matters most as an instructional leader vs. day to day triage
   • How to facilitate evidence based conversations with teachers that are professionally rewarding for both teacher and administrator.
     o I completed the webinar and have participated in another one called – 500 Classrooms-A no-Excuses Plan for Instructional Leadership
     o This webinar gave me more helpful insight on how to make classroom visits beneficial for supporting teachers in bettering their craft of teaching.

4. In the spring, staff will have an opportunity to identify their professional development needs as well as articulate how professional development helped them grow as professionals and student performance.
   • Teachers will complete a survey that will enable the leadership team to collect and then reflect on the data and enable us to plan for next year’s professional development,

*Principals demonstrate school culture.* – *Quality Standard III from the CDE Rubric for Colorado Principals*

*Principals articulate, model and positively reinforce a clear vision and values of the school’s culture and involve students, families and staff in creating an inclusive and welcoming climate that supports it.*
Key Actions

1. By September 1\textsuperscript{st}, I will begin meeting with all new students (by grade level) to Lincoln this year, to learn their names and more about them as a student.

   - I began having lunches with new students the week of August 29\textsuperscript{th}. There are 64 new students in grades 1-8. I have met with 35 of the new students as of September 6\textsuperscript{th}.
   - I have completed having lunches with all new students by December 2\textsuperscript{nd}.
     - In middle school, the school provided pizza and drinks for them. In speaking with the middle school students, I asked what they like about Lincoln, what they miss from their old school (friends), and what is different about Lincoln (the students said that the other kids are that are at Lincoln are nicer than the kids at their old school)
     - I have continued to have lunch with new students and have been emailing the families after having lunch with their child. I still have 2 classes of 3\textsuperscript{rd} grade students left to meet with. I have noticed that this time I have with students really has increased my ability to know new students’ names.
     - Here are some examples of parent feedback after emailing:
       - This first feedback is from a student who started with us the end of September “Thank you to both you and Mr. Weir for taking time out of your busy days to spend time with new students. I cannot wait to hear all about it tonight when I get home. I know this will be the highlight of E’s day! The transition is going great! E is LOVING school again, and is excited each morning to get to school; which is a drastic and welcomed change to the first part of the school year. Mrs. D has been amazing! She has made E feel very comfortable in her classroom, and the kids in the room have been great too! There is no doubt in my mind that this is the right fit for E, and where he needs to be. He has learned so much these past few weeks, and it is fun to see how excited he is about everything he is learning! Thanks again for all your help, and if there is anything I can do to help the school I would be more than happy to help!
       - I appreciate you and Mr. Weir taking the time to get to know E and new students in general. That kind of personalized attention is one of the things that we feel sets Lincoln apart from E’s previous school experiences. I’m sure that kind of attention meant a lot to E as well.

2. I will actively participate in the New Parent welcome in August. Additionally, I will set up two more gathering times to meet with new families during the year. I would like to do this in conjunction with our parent/partner program.
   - I actually spoke with Kristi G, who was going to talk with Dave about setting another meeting or perhaps I would just continue to send out those personal emails to families instead, so there would not be one more evening activity for families.
• We held a new family welcome on Thursday, November 10th at 7:30 AM. All new families were invited to attend. I sent out an initial email a week prior to the event and then a reminder email the day before. We had 5 new families attend. While the attendance was not great it was a great way to connect new families answer questions and clarify programs at our school – like our ALP program.

3. I will send out individual emails to families before board meetings, PTO meetings, or SAC meetings personally inviting families to attend.
   - I have sent out emails to all new families in the fall after having lunch with their child(ren). I will communicate again to families this spring asking families what communication, information was helpful and what would have been helpful that did not happen as a new family to Lincoln.

4. Whenever possible I will continue to be present at school functions to represent the school and make connections with families. I will keep a log of school functions I attend throughout the year and share with the board.
   8/15 – New Family and Kindergarten Welcome Night
   8/16 – Welcome Back BBQ
   8/23 – MS Parent Academy
   8/25 – Elementary Parent Academy
   9/1 – Texas Roadhouse Community Night
   9/23 – Grandparents’ Day
   9/29 – NEJHS Ceremony
   10/5 & 6 – Parent/Teacher Conferences
   10/20 – 4th Grade Music Performance
   11/8 – Chick-fil-A Community Night
   11/11 – Veteran’s Day Assembly
   12/1 – Parent Info Night
   12/9 – PTO Movie Night
   12/15 – Skate Night
   1/24 – Prospective Parent Tour
   1/30 – BW 3’s Community Night
   2/27 – Beau Joe’s Community Night
   2/28 – Attended the Girls’ Basketball Semi-Finals at WWA
   3/2 – 2nd Grade Music Program
   3/10 – LA Movie Night