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.

Discipline Referrals/Suspension Data*

<table>
<thead>
<tr>
<th>School Year</th>
<th># of referrals</th>
<th># of suspensions</th>
<th># of expulsions</th>
<th>Student Incident Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>19</td>
<td>10</td>
<td>0</td>
<td>4.6%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>13</td>
<td>6</td>
<td>0</td>
<td>2.9%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

*Data shown is for first semester only
- Number of referrals does not include suspensions
- Student incident rate includes referrals, suspensions, and expulsions
- A referral might include one or more of the following:
  - conference with parents
  - conference with student
  - warning
  - suspended privilege (for example not being able to play football at recess for a week...)
  - creation of a discipline plan
  - detention
  - refer to the counselor
  - community service

Individual Educational Plan (IEP)
Below is the number of IEP Students as of December 1st each year. December 1st is the count day in which we get our funding for IEP students. There are additional students that will be tested this year after this December 1st date and will be placed on an Individual Educational Plan, but we will not receive funding for them until the following year.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Number of Students</th>
<th>Percentage Rate compared to total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>37</td>
<td>6.99%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>42</td>
<td>6.98%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>45</td>
<td>7.24%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>59</td>
<td>9.03%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>59</td>
<td>8.6%</td>
</tr>
</tbody>
</table>
**Other Stats 2016-2017**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Learning Plans (ALP)</td>
<td>8.8%</td>
</tr>
<tr>
<td>Free &amp; Reduced Lunch Status</td>
<td>19.36%</td>
</tr>
<tr>
<td>Minority (non-Caucasian)</td>
<td>26.34%</td>
</tr>
<tr>
<td>English Language Learners (ELL)</td>
<td>10.6%</td>
</tr>
</tbody>
</table>

As a note, we continue to have the highest number of ELL learners in the charters except for New America School which program is specifically designed for ELL students.

**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>
<thead>
<tr>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Provides needs based professional development.</td>
<td>...and</td>
<td>...and</td>
<td>...and</td>
</tr>
<tr>
<td>- Supports staff in the implementation of a rigorous instructional program.</td>
<td>- Aligns professional development offerings with the school’s needs.</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>
</tr>
</tbody>
</table>

**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!

- 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
  - August total visits were 26/ Goal was 18
  - September total visits were 17/ Goal was 36
  - October total visits were 31/ Goal was 36
  - November total visits were 24/Goal was 36

- Prioritizing classroom visits in advance
  - Looking at my visit results from September, I have made it a priority to put visits on my calendar for October
  - 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
  - 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.
  - 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.
  - 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.
  - I completed the webinar and have participated in another one called – 500 Classrooms-A no-Excuses Plan for Instructional Leadership
  - 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.*

<table>
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<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Establishes a school</td>
<td>-Communicates with</td>
<td>-Invites families and</td>
<td>-Establishes an inclusive</td>
</tr>
</tbody>
</table>
**Key Actions**

1. By September 1\(^{st}\), 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\(^{th}\). There are 64 new students in grades 1-8. I have met with 35 of the new students as of September 6\(^{th}\).
   - I have completed having lunches with all new students by December 2\(^{nd}\).
     - 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 at Lincoln at 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\(^{rd}\) 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 last 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 ever 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 10\(^{th}\) 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.

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