Lincoln Academy Charter School
Principal’s Report to the Board
November 2016
“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.

Final Unofficial One Day Count
- Total Budgeted FTE=649.04
- Unofficial One Day FTE = 655.4 (+6.36 over budget)
  - We got credit for 8 full time kindergartners as full time
  - We got .58 credit for 1 PreK student
- Total Student Head Count = 688 (K-8) 737 (PreK-8)
  - 2015-2106= 654 (K-8)

Unified School Improvement Plan
- Please see attached document
- Andrew Weir will be coming to explain this plan in more depth at the meeting

School Performance Framework
- Please see attached document from CDE and the annotated document which explains how to read the form
- Our school has earned a rating of Performance which is where we should be
- Our students are performing very well on academic achievement; however, our area to focus on is academic growth
  - Definition -- S.B. 10-191 Rules define "Student Academic Growth" as:
    - The change in student achievement against Colorado Academic Standards for an individual student between two or more points in time, which shall be determined using multiple measures, one of which shall be the results of statewide summative assessments, and which may include other standards-based measures that are rigorous and comparable across classrooms of similar content areas and levels

Staff Interaction
- Working on the first round of official observations of teachers; pre-observation meetings, observation, and post observation meetings are taking place from not only me but Andrew and Lindsey as well.
- Continue to be conducting informal observations and providing feedback
- Through the generous efforts of PTO, we are able to recognize and give a gift card to a staff member at Pledge Ceremonies and staff meetings
- Additionally staff recognize each other by filling out staff PRIDE paws
- Staff can earn “jean day” card for going above and beyond or for going to a community event
- Conducting interviews for our facilities management position
**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.**

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<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
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<td>- Provides needs based professional development.</td>
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<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:</td>
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<td>- Actively engages in professional development activities along with staff.</td>
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<td>~ Relevant to students’ needs and interests</td>
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<td>~ Focused on quality of classroom instruction.</td>
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<td>- Ensures that teachers apply lessons learned through professional development</td>
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<td>- 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!
   - **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

- 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.**

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<td>-Establishes a school culture that is inviting to students, staff and visitors.</td>
<td>-Communicates with families and the community: ~Frequently ~Focusing on including them in the school’s activities.</td>
<td>-Invites families and community members into the school to participate in ~ Decision making processes (PTO, Board, SAC) ~Parent conferences ~School community events</td>
<td>-Establishes an inclusive school culture based on collaboration among and between students, parents, staff and the community.</td>
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Key Actions

1. By September 1st, 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 29th. There are 64 new students in grades 1-8. I have met with 35 of the new students as of September 6th.
     - 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 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 3rd 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 every 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.

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.