

1102 ADMISSIONS AND ENROLLMENT POLICY

DEFINITIONS

Sibling Preference: Sibling preference will be extended to all siblings (including step-siblings) residing in the home of a student enrolled in Lincoln Academy, and this shall include and extend to all children residing in the home of a student enrolled in Lincoln Academy who are under legal guardianship of the parent or stepparent of such student enrolled in Lincoln Academy.

In the event of legal Guardianship sibling preference will be extended to an applicant if they: (a) have been continuously residing in the home of a student enrolled in Lincoln Academy for the previous 12 months, (b) reasonably anticipate continuing to reside in the same home with the student enrolled in Lincoln Academy for the next 12 months, and (c) can provide written proof that an adult with legal custody of the applicant is the legal guardian or legal custodian of a student currently enrolled at Lincoln Academy.

Lottery: Random drawing of students for enrollment.

POLICY

A. General Enrollment Information

Lincoln Academy is chartered to enroll up to 905 students in Kindergarten through ninth grade. In accordance with state law, entering students must have turned five years old on or before September 1st of the year in which they are starting school. Except for a limited number of priority slots (see below), enrollment in Lincoln Academy is open to any interested student in the state of Utah. If the number of applicants exceeds the number of available spaces in a given grade level, a lottery will be held to determine who will be admitted. Once enrolled in Lincoln Academy, students retain their enrollment until they graduate or officially withdraw.

B. Open Enrollment and Lottery

During the open enrollment period, Lincoln Academy will accept applications (Intent to register forms) for the following school year from families of prospective students. The application must be received by the final day of the open enrollment period to be included in the lottery.

After this period of open enrollment, a lottery (random drawing) will take place, if necessary. A lottery is legally necessary when the number of applicants for a given grade level exceeds the grade's capacity (based on numbers of returning students and students granted priority admission). For each grade with fewer applicants than positions available, all students will be admitted.

The lotteries for each grade will take place at the school at a date and time, duly announced to the public. Names will be chosen randomly and assigned numbers corresponding to the order of selection. Once a student is selected from the lottery, siblings of that selected lottery student will be given priority in their respective grades. For each grade level, after all available slots have been filled; the remaining students will be entered on the lottery list for that grade in the order in which they were selected. Those families whose admission was based upon the lottery-selected child in the lottery process must keep that lottery-selected student enrolled at the school in order to maintain their position. If a lottery-selected student withdraws from Lincoln Academy, all other siblings will be placed back on the

lottery list according to their random order number assigned during the lottery process. Applications received after the open enrollment period will be added to the lottery list for each grade level in the order the applications are received.

C. Priority Enrollment

Utah Code Section 53A-1a-506 gives charter schools the right to offer preference in enrollment to certain parties. In accordance with its charter and with state law, Lincoln Academy will, offer preferential enrollment for the next school year to the following parties, in this order and subject to available openings:

- Priority #1. Children of the Board of Trustees and the Founding Council (parents who actively participated in the development of the school)
- Priority #2. Classroom teachers
- Priority #3. Advisory Board Members, ~~and~~ Parent Council Leadership Positions, and Board Sub-Committee Members.
- Priority #4 Grandchildren of classroom teachers and staff
- Priority #5. Lincoln Academy Staff
- Priority #6 Siblings of students currently enrolled at Lincoln Academy

Each family who qualifies for preferential enrollment must fill out a form stating if they plan to return to Lincoln Academy, and submit it by the time designated, indicating the category/ies of preference for which they qualify. All slots not filled during the preferential enrollment period will be filled by Open Enrollment applicants according to the lottery procedures outlined. In the situation where there are more applicants than open positions, Lincoln Academy will award open positions based on priority. If there are multiple requests for priority enrollment from the same priority level Lincoln will award positions according to the longevity of the family or employee at Lincoln Academy.

Individual teachers and staff members may not have more than 10 students preferentially enrolled.

Students who are required to leave the United States for visa or passport renewal can remain enrolled in the school for 45 days. During this time, they must work actively with their teachers to turn in work electronically. No live online instruction is provided. Students who are gone more than 45 days are removed from the school and added to the top of the sibling list for up to 180 days. Re-enrollment and placement is contingent upon availability and student performance on placement assessments. After 180 days the student must be removed from the school and preferential enrollment.

If a family decides to take a vacation and be gone from school for more than 30 days students must be unenrolled from the school.

D. Advisory Board Members and Parent Council Leadership Positions

Those advisory board members and parent council leaders who demonstrate a willingness to assist the board in their area of expertise on an as-needed basis receive preferential enrollment status. Advisory Board members and parent council leaders, and board sub-committee members only receive preferential status while actively serving. Advisory board members and board sub-committee members

are selected by the board of trustees. Parent council leaders who receive preferential enrollment are also selected by the board of trustees after a recommendation from the Parent Council President.

E. Staff

Staff members at Lincoln Academy may request preferential enrollment upon being hired. The staff member's student retains their status while the staff member is employed by the school. However, if a staff member's employment with the school terminates, their child shall be withdrawn from the school, unless their child was accepted through the lottery process. Regardless of staff status, a staff parent is still encouraged to complete their annual service hours.

F. Notification of Admission

Families will receive an email or be contacted by phone notifying them of their child's enrollment status. Parents/guardians will be given a specific timeframe to accept the position for their student(s). This will be done by signing and returning the acceptance letter as indicated thereon. If parents/guardians fail to claim the space(s), their student(s) will lose their allotted space(s). If these parents thereafter desire to enroll their student(s) at Lincoln Academy, their application will be placed at the end of the appropriate lottery lists.

Within a reasonable amount of time, as determined and publicized by the school, parents who have claimed a spot or spots for their child(ren) will need to actually enroll their child(ren) by submitting certain required forms, including the School Records Transfer Form.

H. Required Forms

Per state law, upon notification of a student's acceptance to Lincoln Academy and prior to the first day of school, parents must:

1. Complete and submit the School Records Transfer Form authorizing the transfer of school records from the student's previous school to Lincoln Academy.
2. Provide a complete immunization record copy or a signed Immunization Waiver form. Complete and submit the Free/Reduced School Lunch form, if applicable. This information allows the school to receive additional services, funding and potentially grant money on behalf of its student body.
3. Provide a copy of the student's birth certificate.
4. Fill out all other necessary paperwork required by Lincoln Academy.

All records should be brought to the main office during announced business hours or mailed to:

Lincoln Academy
Student Records
1582 West 3300 North
Pleasant Grove UT 84062

I. Withdrawal from the School

Parents who wish to withdraw their student(s) from Lincoln Academy must submit a withdrawal form (available at the office) and return it to the office at the address above. Students who have been absent from school for more than 10 days without notifying the school will be considered withdrawn. Please

ensure that library books and all school textbooks and materials are returned on or before the student's last day at the school. If school materials have not been returned within two weeks of a student's withdrawal, the family will be billed at replacement cost.

Revised Feb 17, 2015

Modified May 2021

Modified June 2022

Modified April 2023

September 2023

Overall Time Spent Using Technology

Broad Pattern

Most teachers reported students using devices:

- **10–45 minutes per day on average**
- Usually as a supplement to instruction rather than the primary mode of instruction

Very few teachers described all-day use in their own classrooms, though several secondary teachers commented that students experience “constant” screen exposure across the entire school day because every class uses devices to some degree.

Approximate Time Breakdown

Lowest Usage (0–15 minutes)

This was very common in:

- Secondary math
- Science
- Electives
- Fine arts
- PE
- Some ELA classes

Teachers in these classes tended to use technology for:

- Quick practice/review
- Canvas access
- Research
- Quizzes
- Assignment submission
- Occasional videos/simulations

Examples:

- “5 min if that”

- “10–15 minutes”
- “Only twice per quarter”
- “0–10 minutes”

These teachers generally viewed technology as a support tool, not a core instructional tool.

Moderate Usage (20–45 minutes)

This appeared to be the most common range overall.

Especially common in:

- Elementary classrooms
- Some middle school core classes
- Personalized learning environments

Uses included:

- iReady/MyPath
- IXL
- Reflex
- Struggly
- Research
- Writing essays
- Practice/review games
- Simulations
- Small-group rotations

Elementary teachers frequently used devices during:

- Centers
 - Intervention blocks
 - Independent practice
-

High Usage (50+ minutes or full periods)

This was less common and usually tied to:

- CTE
- Adobe/design classes
- Technical theater

- Health
- Essay writing projects
- Online curriculum platforms

In these classes, technology was often essential to the course content itself.

Examples:

- Adobe classes
- Online curriculum platforms
- Technical theater collaboration/projects
- Health classes
- Writing/publishing assignments

One teacher noted:

- “50 min”
Another:
- “Majority of the period”

But these were exceptions rather than the norm.

What Students Were Using Technology For

Most Common Uses

1. Personalized Instruction (Most Common)

Programs repeatedly mentioned:

- iReady
- IXL
- Reflex
- Struggly
- MyPath

Purpose:

- Skill gaps

- Independent practice
- Intervention
- Differentiation

This was especially dominant in K–6.

2. Practicing Skills / Review

Very common across all grades.

Included:

- Math review
- Reading practice
- Spelling
- Diagnostic practice
- Review games
- Kahoot/Gimkit/Jeopardy-style review

Teachers frequently described technology as:

- Reinforcement
 - Practice
 - Review
- not primary instruction.
-

3. Writing and Assignments

Especially in ELA and secondary grades.

Uses included:

- Essays
- Google Docs
- Utah Compose
- Shared slides/projects
- Canvas submissions

Several teachers specifically said:

- Drafting often begins by hand
- Final copies are typed digitally

That distinction is important.

4. Research

Very common in:

- Science
- ELA
- History
- Electives

Teachers appreciated:

- Quick access to information
 - Faster project completion
 - Student collaboration
-

5. Assessment and Data

Teachers frequently referenced:

- Diagnostics
 - Canvas quizzes
 - Easy grading
 - Instant feedback
 - Data collection
-

6. Specialized Digital Tools

Certain subjects relied heavily on technology because the content required it.

Examples:

- Adobe programs
- Desmos
- Simulations
- Music theory
- ASL video recording
- Digital portfolios
- Technical theater collaboration

One of the Most Important Findings

A major pattern emerged:

Teachers largely do NOT describe technology as the primary teaching method.

Instead, most described it as:

- Practice
- Reinforcement
- Differentiation
- Assessment
- Research
- Assignment management

Many teachers explicitly stated:

- Main instruction is still direct instruction
- Students learn better through discussion
- Paper/pencil learning is stronger for retention

Several even said:

- Technology is “great for review, not for teaching main content.”
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Key Takeaway About Time

The data does NOT suggest that most individual classrooms are using computers all day long.

However, teachers repeatedly expressed concern that:

- When combined across all classes, students may experience excessive cumulative screen time throughout the school day.

This distinction came up multiple times:

- Individual classroom use = moderate

- Whole-school cumulative exposure = perceived as very high
-

Concise Summary

Most teachers reported using technology for approximately 10–45 minutes daily, primarily for personalized learning programs, skill practice, writing, research, assessments, and assignment management. Teachers generally described technology as a supplemental instructional tool rather than the primary method of teaching, though many expressed concern that students' cumulative screen time across all classes may still be excessive.

Here are the major themes and trends that stood out from your survey data. Overall, the responses show a staff that sees computers as useful tools, but with significant concerns about overuse, distraction, and reduced cognitive engagement.

Overall Sentiment

The staff responses were generally **moderately positive**, but not overwhelmingly enthusiastic.

Perception of Impact on Learning

- **Strongly Agree/Agree:** Majority of teachers
- **Neutral:** Large minority
- **Disagree/Strongly Disagree:** Smaller but vocal group

Key Pattern

Teachers overwhelmingly see technology as:

- **Helpful for efficiency and personalization**
BUT
- **Problematic for attention, critical thinking, and retention**

The responses are nuanced—not anti-technology overall, but strongly cautionary.

Major Advantages Teachers Identified

1. Personalized Instruction (Most Common Theme)

This was the single most repeated benefit across elementary and secondary.

Teachers valued:

- iReady/MyPath individualized learning
- IXL differentiation
- Self-paced learning
- Small-group instruction while students work independently
- Intervention support

Elementary teachers especially emphasized this.

Example themes:

- “Allows students to work at their own pace”
 - “Targets individual needs”
 - “Gives me time for small groups”
 - “Differentiated instruction”
-

2. Efficiency and Organization

Teachers appreciated:

- Faster grading
- Easy assignment submission
- Canvas organization
- Easier communication
- Quick access to resources

Secondary teachers referenced this frequently.

Common comments:

- “Instant feedback”
 - “Quick data”
 - “Efficient assignment completion”
 - “Access to resources quickly”
-

3. Research and Collaboration

Especially in:

- ELA
- Science
- CTE
- Secondary grades

Teachers liked:

- Easier research access
 - Collaboration through shared docs/slides
 - Presentation creation
 - Real-world technology skills
-

4. Engagement and Variety

Some teachers felt technology:

- Increased motivation
- Reduced complaints
- Made assignments more engaging
- Allowed varied instructional formats

This was especially true when:

- Creating projects
 - Using simulations
 - Using review games
 - Multimedia assignments
-

Major Concerns (Very Strong Themes)

1. Distraction and Off-Task Behavior (Most Dominant Theme Overall)

This was by far the most consistent concern across nearly every grade level.

Teachers repeatedly mentioned:

- Games
- Multiple tabs
- Group chats
- YouTube
- Wandering online
- Difficulty monitoring

Many specifically referenced:

- GoGuardian limitations
- Students bypassing monitoring
- “Constant supervision” being required

This concern appeared in:

- Elementary
- Middle school
- Electives
- Core classes

It was nearly universal.

2. AI, Cheating, and Reduced Thinking

This was another extremely strong secondary theme.

Teachers expressed concern that students:

- Use AI instead of thinking
- Copy/paste information
- Avoid productive struggle
- Lose critical thinking skills

Repeated phrases/themes:

- “Students are unwilling to think”
- “Copy-paste mentality”
- “Cheating is so easy”
- “No cognition”
- “Students rely too much on technology”

AI concerns were especially strong in:

- ELA
 - Secondary
 - Research-heavy courses
-

3. Reduced Retention and Deeper Learning

A very important pattern emerged:

Many teachers believe students learn better:

- By hand
- Through discussion
- With paper/pencil
- Through hands-on activities

This appeared repeatedly across grades K–9.

Teachers specifically mentioned:

- Better comprehension on paper
- Better retention by hand
- Better math cognition without screens
- More meaningful peer interaction

Several teachers directly stated:

- Test scores are lower on computers
- Students retain less digitally
- Students struggle to transfer digital practice to paper tasks

This is a significant philosophical concern reflected throughout the data.

4. Excessive Screen Time

Many teachers expressed concern that:

- Students already get too much screen exposure at home
- Students are “screen heavy”
- School adds to the overload

Several responses suggested:

- Technology should supplement, not replace, instruction
 - Devices are useful in moderation
-

Elementary vs Secondary Trends

Elementary Teachers

More likely to emphasize:

- Personalized learning benefits
- iReady/MyPath usefulness
- Small-group instructional support

But also noted:

- Students get bored quickly
- Students need paper/pencil
- Need for close monitoring

Elementary responses were generally more positive overall.

Secondary Teachers

More likely to express concerns about:

- AI misuse
- Cheating
- Attention issues
- Loss of critical thinking
- Excessive dependence on technology

Secondary teachers often described technology as:

- Useful but problematic
 - Necessary but overused
-

Interesting Contradiction

A very clear tension appeared throughout the survey:

Teachers value technology most for:

- Efficiency
- Personalization
- Convenience

But believe strongest learning often occurs through:

- Discussion
- Writing by hand
- Hands-on work
- Paper/pencil activities

This tension showed up repeatedly and may be the most important takeaway from the survey.

Approximate Overall Tone

If summarized broadly:

Category	Overall Staff Sentiment
Technology as a tool	Positive
Technology replacing instruction	Negative
Personalized learning software	Positive
Student self-regulation online	Negative
AI impact on learning	Strong concern
Screen time quantity	Concerned
Teacher efficiency	Positive
Student cognition/retention	Concerned

Strongest Repeated Phrases/Themes

The phrases/concepts that appeared most often:

- “Students get distracted”
 - “Off task”
 - “Cheating”
 - “AI”
 - “Personalized instruction”
 - “Small groups”
 - “Better by hand”
 - “Too much screen time”
 - “Immediate feedback”
 - “Research access”
 - “Critical thinking”
-

Possible High-Level Conclusions

1. Staff do not appear anti-technology.

Most teachers see clear benefits.

2. Staff strongly prefer technology as a supplement—not the core of instruction.

This was one of the clearest patterns.

3. There is substantial concern about cognitive impacts.

Especially:

- Attention
- Retention
- Writing
- Critical thinking
- Productive struggle

4. AI concerns are rapidly emerging.

Especially at secondary levels.

5. Teachers want stronger monitoring/support systems.

Several responses referenced:

- Better filtering
 - Better monitoring
 - More restrictions/tools
-

Potential Discussion Questions for Leadership

You could use the survey to drive conversations such as:

- What amount of screen time is developmentally appropriate by grade level?
 - Where does technology truly enhance learning versus replace stronger instructional methods?
 - How should schools respond to AI-assisted cheating?
 - What balance should exist between digital and paper/pencil work?
 - Are there shared expectations for Chromebook use across classrooms?
 - How can we preserve critical thinking while still leveraging technology benefits?
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One-Sentence Executive Summary

Your staff generally views technology as a valuable instructional support tool for personalization, efficiency, and access, while expressing widespread concern that excessive or poorly monitored device use is negatively impacting student focus, critical thinking, retention, and authentic learning.

CORE VALUES

1. Student Focused

2. Growth Mindset

3. Automatic Optimism

4. Loyalty

5. Own It!

FOCUS

Purpose/Cause/Passion

Produce students that are capable of fully contributing to society and work. Do this by getting over 80% of students to be learning at grade level, improving retention rates to 90%+ and expanding this success to a high school model.

Niche

Low educator to student ratio (12 to1) in a protected & supportive community

BHAG

Be the #1 School in Utah: Grade Level Learning, Student & Faculty Retention, & Parent Satisfaction

Marketing Strategy 1

Target Market:

Families invested in their children's education

Differentiators:

1. Low Educator to Student Ratio

2. High caliber Educators

3. Lincoln Community

Proven Process:

High Quality Tier 2 Intervention

Guarantee:

Students are always ready for the next level. Someone will always know your child's name.

3-YEAR VISION

Future Date: 08-19-2024

Fundraising: build out

Students at Grade Level: 75%

Parent Satisfaction: Find national norms

Student Retention: 90%

FT Employee Retention: 90%

What does it look like?

1. Improve Educator ratio to 12 to1 in Secondary. 9 more than current.

2. Increased hourly rate and benefits to TA's

3. Opening High School

4. Increase Teacher Salaries

BUSINESS PLAN

Short-Term Focus

1-YEAR GOALS

Future Date: 08-19-2024

Fundraising: need more info

Students at Grade Level: 65%

Parent Satisfaction: need more info

Student Retention: 85%

FT Employee Retention: 85%

Goals for the year:

1.	Structuring a PCBL rollout plan
2.	Adopting new student information system
3.	Implement new Financial system
4.	Adopting Reading Curriculum
5.	Determine Expansion or no expansion
6.	Create Uniform Benchmark & Grading systems

QUARTERLY GOALS

Future Date: 08-19-2024

Revenue:

Profit:

Measurables:

Quarterly Goals:

1.	Do 1 school visit and pull actionable step
2.	Identify 3 curriculums to review
3.	Administer 1 benchmark for each core subject and evaluate data

LONG-TERM ISSUES

No Long-Term Issues.

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Timestamp	What Grade Level do you teach? (check all that app)	What subject area do you teach?(Check all that app)	What are the main ways students use computers in	On average, how much time do students spend on i	What are some advantages you see to computer/c	What are some drawbacks that you see to comput	To what extent do you agree with this statement: Computers/chromebooks/tablets help improve stu	To what extent do you agree with this statement: Computers/chromebooks/tablets are beneficial fo	
5/11/2026 12:38:05	7th, 8th, 9th	PE, Other	It is used for personalized instruction, practicing sk	In my PE class zero in my health class we use it eve	Easier for kids to submit homework. It's easier for r	Distraction and addiction to Chromebooks.	Agree	Agree	
5/11/2026 12:39:36	7th, 8th, 9th	CTE	research, personalized instruction and practicing sk	15 minutes	Use of websites that provide enrichment and asses	Students are easily distracted, off task, and the use	Agree	Agree	
5/11/2026 12:39:57	7th, 8th, 9th	Math	Practicing skills, real world application projects, res	0-15 minutes	Makes grading easier and faster, quick data, and c	Screen time, easily distracted, cheating easily acce	Neutral	Agree	
5/11/2026 12:42:02	K	ELA, Math, Science, History	We use i-pads to make our small group centers run	Normally 30 minutes a day. May see more time on	For Kindergarteners, when they work on i-ready rea	The Storyline app now takes the kids to Youtube to	Strongly agree	Strongly Agree	
5/11/2026 12:42:36	6th	ELA	IXL diagnostics, IXL skills for fast finishers, a few C	Some days it's the entire class period, but most day	Computers are great for doing research, differentia	Students seems to learn better when doing hands c	Neutral	Neutral	
					Like I said before, because of the change in genre f				
5/11/2026 12:52:29	8th, 9th	ELA	I mainly use it for research and personalized instr	15 minutes? (I don't often use computers each day	Computers are also very accessible in terms of res	I think students might rely too much on technology	Agree	Agree	
					Computers also allow for easier collaboration in th				
5/11/2026 12:58:22	7th, 8th, 9th	CTE, PE	Practicing Skills (Adobe), Research, Personalized in	Adobe Classes (80 minutes). Ex Tech (0-80 min) CC	Teaching skills, turning in assignments, communic	Students getting distracted. Lan school being bypa	Agree	Neutral	
5/11/2026 12:59:02	7th, 8th, 9th	ELA, Other	After a handwritten or speech to text draft of a writi	10 min.	some quizzes will be graded for me.	I need my students to think, to have discussion - I ti	Neutral	Agree	
5/11/2026 13:03:04	4th	ELA, Math, Science, History	Practicing skills, research, presentations, and persc	45 min.	Accessing information and learning platforms	Too much screen time in some classrooms.	Neutral	Neutral	
5/11/2026 13:07:56	7th, 9th	Science, Other	research	10 min	many resources to learn from	students are easily distracted and go on things the	Neutral	Neutral	
5/11/2026 13:19:34	4th	ELA, Math, Science, History	Practicing skills, creating a ppt book report, iReady	20 min	I like my students to have time to practice their mal	The students try to abuse or stretch the rules. I tell	Strongly agree	Strongly Agree	
5/11/2026 13:26:25	2nd	ELA, Math, Science, History	i-Ready, testing, and learning apps	30 minutes	My path in i-Ready, quick data.	I had one parent complain that we focus too much	Agree	Neutral	
5/11/2026 13:30:58	6th	Science, History	Research, Canvas links, writing	15 min	access to links on assignments	Students need more experiential, hands-on learning	Neutral	Neutral	
5/11/2026 13:31:37	2nd	ELA, Math, Science, History	Practicing math facts, practicing spelling words, iR	30-60 minutes	Personalized instruction, time for small group instr	When students write things by hand (math and lang	Neutral	Neutral	
					Minimal iPad use in my classroom can benefit stud				
5/11/2026 13:44:53	1st	ELA, Math, Science, History	The use it for their iready math and reading path. Si		20	The score better on their diagnostics. It also move	They either get bored or get on other things instea	Agree	Agree
5/11/2026 13:46:34	3rd	ELA, Math, Science, History	Personalized instruction, practicing skills and spelli	At most, an hour.	The personalized learning is really helpful. It also al	Rushing through work to be able to get on the com	Strongly agree	Strongly Agree	
5/11/2026 14:03:54	5th	ELA, Math, Science, History	Practicing Math concepts, writing essays, research	45 minutes	It is great for typing essays, and some personalizer	Students already have too much screen time at hor	Disagree	Disagree	
5/11/2026 14:05:11	7th, 8th, 9th	Other	Canvas, Kahoot, You Tube videos.	10-15 minutes	Essential. They are instruments to supplement wh	Students addiction to computer games.	Strongly agree	Strongly Agree	
5/11/2026 14:20:33	6th	Math	Practicing Skills, Personalized Instruction	10 minutes - Some days more; some days not at all	Students can work on individualized assignments	Students get off task easily and tend to look up ani	Agree	Agree	
5/11/2026 14:30:30	1st	ELA, Math, Science, History	The main reason students use iPads in our classroo	Approximately 15-30 minutes	Personalized instruction, time for me to work one-c	If not monitored, students will play on the iPad, (ex	Agree	Strongly Agree	
5/11/2026 14:54:59	7th, 8th, 9th	Art/music	Occasionally used for music theory.	Zero. I use them maybe twice per quarter and for al	Music Theory questions can be generated and grac	They take a long to get out and put back. It is chalk	Disagree	Disagree	
5/11/2026 15:06:19	4th	ELA, Math, Science, History	iReady teacher assigned and My Path lessons, mat	30 minutes	It is great for review, not for teaching the main cont	Students need strict supervision otherwise they get	Agree	Agree	
5/11/2026 15:09:59	8th	ELA, History	Students use computers to work on assignments o	For History they spend probably between 20 to 30 r	Students are able to complete work more efficient	Students easily get distracted. Requires constant s	Strongly agree	Strongly Agree	
5/11/2026 15:11:49	7th, 8th, 9th	ELA, Other	Google Docs for essays, commit for reviews, Utah c	0-10 minutes	Being able to access it whenever we need.	Student dependency on tech. Cheating. AI use, wel	Neutral	Agree	
5/11/2026 20:01:12	2nd	ELA, Math, Science, History	Practicing skills, personalized instruction, reviewing	30 minutes	I love using technology as another way to make lea	One drawback I see to computer/chromebook/tabli	Agree	Agree	
5/11/2026 20:10:18	7th	Science	Assignments	10 minutes	Research	Playing games. I don't feel that the benefits outwei	Disagree	Disagree	
5/12/2026 7:24:10	8th, 9th	Math	Skills practice and review	5 min if that. It is used selectively over a 2 week pe	Practice sets that would take forever to create.	Keeping kids only on what they are supposed to be	Agree	Agree	
						Students have lost the ability to read even a paragr			
						Students are losing the ability to hold a pencil corre			
						Computers have stunted learning!!! Most of the res			
						Guess what? I am not a fan of the chromebooks. Tur	Strongly Disagree	Strongly Disagree	
						I sincerely believe that to believe computers are go			
5/12/2026 14:35:40	8th, 9th	Science	Research and simulations	30 minutes	Fun simulations. Prepares them for end of year tes	Adds to screen time. Too much over course of a da	Neutral	Neutral	
5/12/2026 14:38:06	3rd	ELA, Math, Science, History	Personalized instruction and practicing skills	30-45 minutes depending on the day/subjects bein	Allows for personalized lessons/practice and keep	Students try and like to mess around on them rathe	Agree	Agree	
5/12/2026 14:41:04	7th, 8th, 9th	Math	IXL Diagnostic and assignments / activities and les	20 minutes - some days we don't get on the compu	Being able to teach material a variety of ways by ac	Students not following technology rules and acces	Agree	Agree	
5/12/2026 14:44:24	9th	Math, History	Assignments, quizzes, practice, IXL, Desmos, youtu		Depends on the class 20-50%	Cheating, absolutely no cognition, just copy-paste r	Neutral	Neutral	
5/12/2026 14:56:23	7th, 8th, 9th	ELA, Other	They use Chromebooks for IXL, writing essays, Gim	Probably around 10-15 minutes if we are not writin	I think it helps students to review.	Students cheat like crazy and have a hard time foc	Neutral	Neutral	
5/12/2026 15:06:38	7th	Math	Practice Skills, personalized instructions and collab	On average 20-30 min.	Personalized leveled learning. More engagement.	Some students have a hard time focusing on the ta	Agree	Agree	
5/12/2026 15:12:18	7th, 8th, 9th	Art/music	Research, kami assignments, checking canvas, con	For drama 1: very little. Less than 5 min per class o	Ability to work asynchronously. Obviously, research	Distractions! Once the company is open there's a w	Strongly agree	Strongly Agree	
5/12/2026 15:30:27	7th, 8th, 9th	CTE	Practicing Skills, Personalized Instruction, Assessm	50 min	Needed for content. Online curriculum platforms	Computer monitoring is not great	Strongly agree	Strongly Agree	
5/12/2026 15:41:26	1st	ELA, Math, Science, History	personalized instruction/practicing skills		30	It keeps the class calm so I can pull small groups o	students don't take very good care of expensive eq	Agree	Agree
5/12/2026 16:38:10	7th, 8th	Science	Research, canvas assignments	15 min	Nice for them to complete assignments and to do r	Too much technology where students think they ca	Neutral	Neutral	
5/12/2026 17:28:26	5th	ELA, Math, Science, History	Personalized instruction and practice, simulations,	30-45 minutes	They make it very quick and easy to assign things t	My students zone out when they are on the comput	Disagree	Disagree	
5/12/2026 18:32:30	K	ELA, Math	The kids use the iPads for iReady Math and Readin	15-20 min	We only use if for iReady so they can get that done	The kids get bored with iReady- but love using the i	Strongly agree	Strongly Agree	
5/12/2026 18:56:27	7th, 8th, 9th	Other	Expressive and receptive test. Fingerspelling practi	Most the time we don't use chrome books. blurr	Easy to record ASL videos. To work on Kami assign	They try to play games instead of doing their work.	Neutral	Agree	
5/12/2026 19:10:56	7th, 8th, 9th	Art/music	Submit assignments, digital portfolio, grade check	10-15 minutes	It facilitates assignment submission.	Students constantly off task	Agree	Agree	
5/12/2026 22:22:28	K	ELA, Math, Science, History	Ipads for iready math and reading	30 minutes 2 times a week	It aligns to each child's learning level.	Kids really don't like it after a few minutes. Some fir	Agree	Agree	
5/13/2026 0:10:30	5th	ELA, Math, Science, History	Writing essays, creating projects, struggling	30-45 min	Being able to write and revise essays in a quick anc	Distractions and off task, not able develop fine mot	Disagree	Neutral	
5/13/2026 7:54:42	7th, 8th, 9th	Other	Assignments on canvas, research, typing skills	Majority of the period unless they're caught up on a	They have all their assignments accessible on Can	It's nonstop computer usage at this school. Every c	Agree	Agree	

Lincoln Core Values

Lincoln Student Focused- Student growth, well-being, and achievement are paramount. All decisions are based on what is in the best interest of Lincoln students. All Lincoln employees strive to get to know all students, build meaningful relationships, and develop instructional delivery models that reach the individual student. Employees have shared responsibility for all students at the school.

Growth Mindset- Collaboration is the key to our success. Employees continually seek out ways to improve their practice and develop their skill sets both individually and as a team. All employees can learn new skills and are willing to implement new initiatives that are asked of them. Employees understand the power of yet. Discussion and disagreement are a healthy part of the growth mindset; however, if you see a problem, bring a potential solution and be willing to support the final outcome.

Automatic Optimism- Always look for the bright side of any situation. Employees assume positive intent in all interactions. Look for reasons why something will work out instead of the reasons it won't. Maintaining an "I Can" attitude will drive progress.

Loyalty- Professional interactions create a safe environment for all stakeholders. Employees are loyal to the goals of the school, co-workers, students and families. Employees support the school in conversation with community members and each other. Concerns about co-workers, school practices, or other issues are addressed directly and vertically, not horizontally. The names and issues of students and families are protected by Lincoln employees. FERPA is not optional—it is the law!

Own it- Integrity means prioritizing doing the right thing over personal gain. Without integrity, Lincoln Academy will fail to SOAR. If it is your job, do it. Mistakes are a part of growth and learning. Taking responsibility for mistakes accelerates growth. Self-reflection is an essential part of resolution.



LINCOLN ACADEMY

PORTRAIT OF A GRADUATE



1 ACADEMICS

Knowledge



CIVIC & FINANCIAL LITERACY

Understand community roles, government, budgeting, and financial decision-making



WELLNESS

Maintain physical and mental health through self-awareness and self-advocacy



CREATIVITY & INNOVATION

Use imagination to create, explore new ideas, and express ourselves in meaningful ways



DIGITAL LITERACY

Evaluate, create, and communicate using technology effectively and responsibly



2 COMPETENCIES

Skills



COLLABORATION & TEAMWORK

Work respectfully, share ideas, take responsibility, and lead in community



CRITICAL THINKING & PROBLEM SOLVING

Think deeply, ask thoughtful questions, evaluate information



AUTONOMY & SELF-DIRECTION

Think for ourselves, make good choices, take responsibility for learning



COMMUNICATION

Share ideas clearly through reading, writing, speaking, and listening

3 CHARACTER



SOAR



SERVE

I can serve others, my school, my community, and my country



OVERCOME

I can overcome frustrations, fears, poor habits, and circumstances



ACHIEVE

I can achieve individually, collaboratively, academically, and technologically



READY (Be Ready)

I am ready to learn, contribute, create, and lead with my strengths

LEARN ★ LEAD ★ SOAR

Portrait of a Graduate Standards

K–2: Foundational Level

1. Academics: Knowledge

Students will:

- Ask questions and explore ideas across subjects.
- Demonstrate foundational reading, writing, and math skills.
- Use imagination to draw, build, write, tell, or show new ideas.
- Identify feelings and practice safe ways to express them.
- Demonstrate healthy habits such as rest, nutrition, movement, and safety.
- Recognize simple classroom, school, and community rules.
- Identify basic needs and wants.
- Use technology safely with adult guidance.
- Create simple digital work using drawing, typing, or basic tools.

2. Competencies: Skills

Students will:

- Share ideas clearly through speaking, drawing, writing, and listening.
- Listen respectfully when others are speaking.
- Practice solving simple problems with support.
- Ask questions when they do not understand.
- Work with a partner or group by taking turns, sharing, and helping.
- Follow directions and complete tasks with effort.
- Make simple choices that support learning and classroom success.

3. Character: SOAR

Students will:

- Serve: Help classmates, teachers, school, and family.
 - Overcome: Try again when something is hard.
 - Achieve: Do their best and complete tasks with effort.
 - Ready: Come prepared to listen, learn, participate, and contribute.
-

Grades 3–5: Developing Level

1. Academics: Knowledge

Students will:

- Apply knowledge to solve problems in multiple subjects.
- Demonstrate grade-level reading, writing, math, science, and social studies understanding.
- Use creativity to develop original work, projects, or solutions.
- Explore new ideas and express learning in meaningful ways.
- Understand how choices impact physical and mental health.
- Practice healthy habits that support learning and wellbeing.
- Understand community roles and basic government functions.
- Demonstrate simple financial skills such as saving, spending, and budgeting.
- Use safe and appropriate sources to gather information.
- Create digital content such as documents, slides, drawings, or presentations.
- Practice responsible technology use and digital citizenship.

2. Competencies: Skills

Students will:

- Communicate ideas clearly in discussions, writing, presentations, and group work.
- Explain thinking using details, examples, and evidence.
- Ask thoughtful questions and use information to solve problems.
- Compare ideas and consider more than one solution.
- Work respectfully with others by sharing ideas and accepting responsibility.
- Contribute to group goals and support classmates.
- Practice self-management, goal setting, and emotional regulation.
- Monitor progress toward learning goals and make improvements.

3. Character: SOAR

Students will:

- Serve: Participate in classroom, school, or community service.
 - Overcome: Work through challenges using appropriate strategies.
 - Achieve: Set goals, track progress, and take pride in quality work.
 - Ready: Be ready to learn, contribute, create, and lead in age-appropriate ways.
-

Grades 6–7: Expanding Level

1. Academics: Knowledge

Students will:

- Analyze information and apply learning to real-world situations.
- Demonstrate understanding across core academic subjects.
- Use creativity and innovation to explore new ideas and produce meaningful work.
- Develop original products, presentations, writing, models, or solutions.
- Understand how physical, mental, emotional, and social health affect learning and life.
- Demonstrate self-awareness and healthy decision-making.
- Explain how civic roles, government systems, and economic systems function.
- Apply budgeting, saving, spending, and financial decision-making skills.
- Evaluate the credibility and usefulness of online information.
- Use digital tools to research, create, communicate, and collaborate.
- Demonstrate ethical and responsible technology use.

2. Competencies: Skills

Students will:

- Communicate clearly in academic, creative, and collaborative settings.
- Use evidence to support ideas, decisions, and conclusions.
- Ask thoughtful questions, evaluate information, and solve problems with increasing independence.
- Compare perspectives and justify solutions.
- Collaborate respectfully by contributing ideas, listening to others, and helping the group succeed.
- Take responsibility for individual and group work.
- Demonstrate self-awareness, self-advocacy, and responsibility for learning.
- Manage time, materials, and responsibilities with increasing independence.
- Reflect on personal strengths, areas for growth, and next steps.

3. Character: SOAR

Students will:

- Serve: Engage in meaningful service or leadership opportunities.
- Overcome: Develop resilience, coping strategies, and persistence.
- Achieve: Take ownership of learning and pursue academic growth.

- Ready: Prepare for increasing independence, leadership, and future academic expectations.
-

Grades 8–9: Bridging to High School

1. Academics: Knowledge

Students will:

- Demonstrate depth of knowledge across academic disciplines.
- Apply academic learning to complex tasks, projects, and real-world issues.
- Create original, meaningful work that shows imagination, innovation, and purpose.
- Use creativity to design solutions, communicate ideas, and express learning.
- Maintain habits that support long-term physical, mental, emotional, and social wellbeing.
- Demonstrate personal responsibility for healthy choices.
- Analyze civic responsibilities, government systems, economic systems, and community impact.
- Apply financial literacy skills to real-life scenarios such as budgeting, saving, earning, spending, and planning.
- Adapt, create, and communicate using technology effectively and responsibly.
- Build a responsible digital presence across academic and personal contexts.
- Evaluate digital information, tools, and media for credibility, purpose, and impact.

2. Competencies: Skills

Students will:

- Communicate effectively through reading, writing, speaking, listening, and digital formats.
- Adjust communication for purpose, audience, and setting.
- Evaluate complex information and solve problems using evidence-based reasoning.
- Make informed decisions using critical thinking, evidence, and reflection.
- Lead and contribute to collaborative work with respect, accountability, and purpose.
- Listen to diverse perspectives and help teams move toward shared goals.
- Demonstrate consistent self-direction, organization, and responsibility for learning.
- Advocate for personal, academic, social, and emotional needs appropriately.
- Reflect on strengths, goals, habits, and future opportunities.

3. Character: SOAR

Students will:

- Serve: Actively contribute to school, community, and society.
- Overcome: Persist through complex challenges and learn from setbacks.
- Achieve: Pursue excellence individually, collaboratively, academically, and technologically.
- Ready: Be ready to learn, contribute, create, and lead with personal strengths.

ELA

K-5 (meets 3 out of the 4 indicators below) Current: 65%

- On Grade Level or higher on EOY iReady Diagnostic
- At Benchmark or Above Benchmark on Acadience Reading
- Proficient or Above Proficient on RISE
- 80% or higher on 80% of grade level benchmark assessments

6-9 (meets 3 out of the 5 indicators below) Current: 60%

- On Grade Level or higher on iXL EOY Diagnostic
- Proficient or Above Proficient on MOY Full Class Period Interim/RISE Summative
- 80% or higher on 80% of grade level common assessments
- Earned a B or higher in Language Arts class
- Meets proficiency on CommonLit Reading Comprehension

MATH

K-2 (meets 2 out of the 3 indicators below) Current: 70%

- On Grade Level or higher on EOY iReady Diagnostic
- At Benchmark or Above Benchmark on Acadience Math
- 80% or higher on 80% of grade level benchmark assessments

3-5 (meets 2 out of the 3 indicators below) Current: 60%

- On Grade Level or higher on EOY iReady Diagnostic
- Proficient or Above Proficient on RISE
- 80% or higher on 80% of grade level benchmark assessments

6-9 (meets 3 out of the 4 indicators below) Current: 55%

- On Grade Level or higher on iXL EOY Diagnostic
- Proficient or Above Proficient on RISE
- 80% or higher on 80% of grade level common assessments
- Earned a B or higher in Math class

Science (Secondary only)

- 80% or higher on Rise Benchmarks
- Earn a B or higher in Science class
- 80% or higher on common assessments
- End of year RISE score