

STRATEGIC PLAN
2025-2028

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INTRODUCTION AND PURPOSE

Founded in 1997, Lincoln Academy has a history of serving our community as a K-8 charter school focused on growing all aspects of our students, supporting families with a sense of community and belonging, and attracting exceptional educators who not only instill academic knowledge, but also shape, encourage, and guide our students toward their future.

In partnership with school leadership, the Lincoln Academy Board of Directors is committed to pursuing an ideal strategic vision. To this end, we are pleased to release the 2025-2028 Strategic Plan that will drive us to address challenges and capitalize on strengths and opportunities. We've identified five strategic pillars of focus that align with our Mission, Vision, and Core Values, and are informed by considerations from our staff and families.

This plan will be executed and continually evaluated for progress over the three-year period to ensure that Lincoln Academy continues to advance toward these goals. Director level leadership will support achievement of the goals established in this plan and periodically report progress to the Board. The Board of Directors will also take an active role in this pursuit, where appropriate, and provide updates.

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

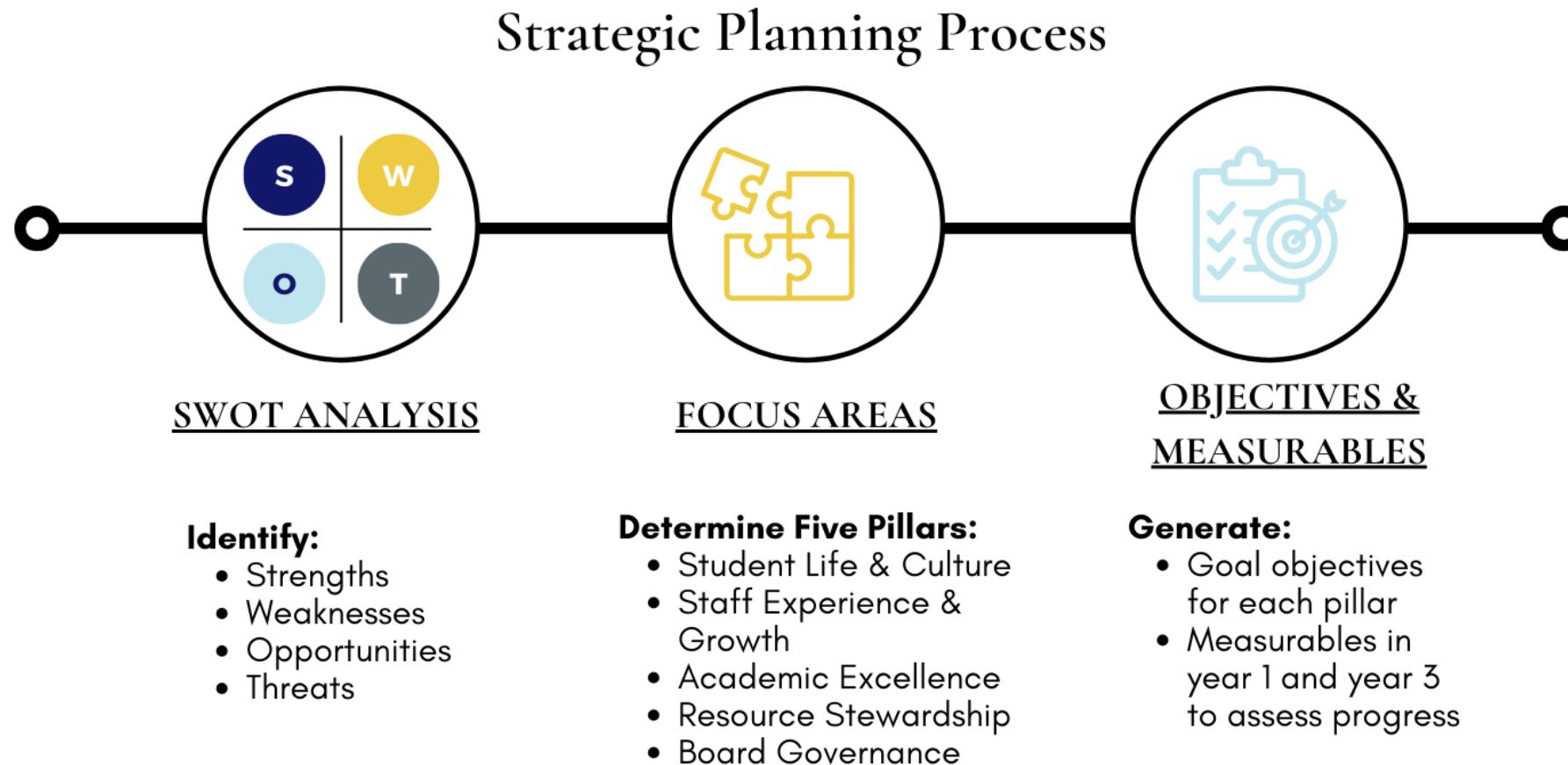
THE VISION OF LINCOLN ACADEMY IS TO PREPARE ALL STUDENTS FOR THEIR FUTURE ENDEAVORS BY PROVIDING A COMPREHENSIVE CORE KNOWLEDGE® EDUCATION.

CORE VALUES

EXCELLENCE | KINDNESS | HARD WORK

PROCESS

This process began with a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis to bound our current state and future landscape. This informed the development of five, equal strategic pillars, which define our focus areas. Family and staff feedback, through various mechanisms, were taken into consideration as we narrowed our targets. In order to assess and measure progress over time, each pillar was assigned at least one objective with measurables in year one and year three. This entire process was conducted over a series of public working sessions with great thought and care, with decisions rooted in our Mission, Vision and Core Values.



SWOT ANALYSIS

During the SWOT analysis, we analyzed strengths and challenges internal to Lincoln, or those over which we have control. We also documented external factors, which we do not control, but may offer opportunities or potential impacts (threats). In assessing the current state of Lincoln Academy, we summarized our findings below.

Areas of Excellence

- Passionate, skilled, dedicated staff
- High academic achievements
- Sense of community
- Fiscal stability

Opportunities:

- External funding (grants, corporate sponsorship)
- External Board training on basics as well as legislative
- Continue to evaluate educational differentiators (e.g. AI and other tech advancements)
- Maintain and grow strong relationships with Jeffco

Primary Areas of Focus and Considerations

- Middle School academic and behavior performance
- Continuous improvement of staff and student culture
- Lacking variety of extracurriculars and electives
- Aging buildings

Threats

- Legislative and policy changes
- Limited education funding (federal and state) and variable Per Pupil Revenue (PPR)
- Dynamic costs driven by Jeffco (shared services, fees, etc.)
- Nationwide teacher shortage and shifts from life-time career educators to increased turnover to alternate career path

STRATEGIC PILLARS

The SWOT assessment and discussion drove development of the five, equal strategic pillars identified below. These allow us to take advantage of strengths and opportunities while preparing ourselves to face challenges head-on and plan for potential shifts in the charter landscape.

After establishing the pillars, vision statements were written to fully articulate the ideal state in which we see each of these categories. We recognize that a single strategic plan period may not fully accomplish each statement below, but felt that it was critical to capture the intent and make every effort to progress toward it during these three years. Our hope is that these vision statements may carry on and inspire future plans.

FIVE STRATEGIC PILLARS



STRATEGIC VISION STATEMENTS

STUDENT LIFE & CULTURE	Create a culture where students feel safe, seen, respected, motivated, and connected. We envision a school community where every student is held to high, clear expectations and receives consistent, compassionate support. It's a place where curiosity is encouraged, learning is celebrated, and strong character is valued just as much as academic growth. Through meaningful relationships, inclusive practices, and intentional transitions, we foster belonging and empower students to thrive—socially, emotionally, and academically.
STAFF EXPERIENCE & GROWTH	Create a culture where educators feel safe, valued, and connected to each other and the school's mission. One that's built on trust, where professional growth is supported through mentorship, meaningful feedback, and leadership opportunities. Creativity is encouraged, mental health is prioritized alongside performance, and individual and team contributions are celebrated. Staff are held to high standards and supported in meeting them, creating a workplace where people want to stay, grow, and thrive.
ACADEMIC EXCELLENCE	Provide personalized support and engaging, rigorous instruction, we close achievement gaps, accelerate growth, and challenge all learners to deepen their love of learning. Grounded in equity and excellence, our approach ensures all students are both supported and inspired.
RESOURCE STEWARDSHIP	Maintain and invest in the school's campus environment through new or improved facilities, technology, and academic materials that enhance safety and support high-quality teaching and learning. Maintain a strong commitment to monitoring financial stability and evaluating effective stewardship of funds both for short term needs and long-term planning.
BOARD GOVERNANCE	Operate as a Board of Directors that leads with integrity, purpose, and a deep commitment to the success of our students and school community. Our governance practices are grounded in strong recruitment, ongoing training, and a shared dedication to learning about educational best practices and the charter landscape. Board members act in the best interest of the school, focusing on strategy, oversight, and accountability while respecting the boundary between governance and day-to-day operations. We strive to be accessible, transparent, and collaborative communicating clearly with stakeholders, following established processes, and serving as responsible stewards of the school's mission and vision.

OBJECTIVES AND MEASURABLES

STUDENT LIFE AND CULTURE		
Objective	Year 1 Measurable	Year 3 Measurable
Administration will ensure effective discipline systems and structures are in place to address routine behavioral challenges, as well as more complex or recurring concerns. Staff are clearly informed of consistent student expectations, have the tools necessary, and are held accountable for addressing behavior issues that can be managed in the classroom for the benefit of a controlled learning environment.	<ul style="list-style-type: none"> -Triangle report shows 90% or more students have no more than one referral per year - Students who receive more than 5 referrals in a school year will have documented intervention plans and receive tiered supports, with regular monitoring by administration 	<ul style="list-style-type: none"> -Triangle report shows 95% or more students have no more than one referral per year - Students who receive more than 3 referrals in a school year will have documented intervention plans and receive tiered supports, with regular monitoring by administration
Implement a program to increase student recognition, inclusion, and belonging based on student, parent, and staff input.	<ul style="list-style-type: none"> - 70% or more of family survey answers related to middle school culture are in the top two categories of satisfaction - Establish communication rhythm for sharing significant efforts and results - Release an annual middle school student survey regarding culture 	<ul style="list-style-type: none"> - 75% or more of family survey answers related to middle school culture are in the top two categories of satisfaction -75% or more of middle school student survey answers are in the top two categories of satisfaction - Refine and polish the program based on feedback and new suggestions

STAFF EXPERIENCE AND GROWTH

Objective	Year 1 Measurable	Year 3 Measurable
<p>Establish a culture that results in high staff retention rates and favorable feedback in staff surveys.</p>	<p>-Achieve 85% retention rate among eligible certified staff (Excludes retirements, relocations outside of the district, staff leaving education as a profession, and involuntary separations)</p> <p>-70% or more of staff survey answers to culture questions are in the top two categories of satisfaction</p>	<p>-Sustain at least 85% retention rate among eligible certified staff (Excludes retirements, relocations outside of the district, staff leaving education as a profession, and involuntary separations)</p> <p>-80% or more of staff survey answers to culture questions are in the top two categories of satisfaction</p>
<p>Support staff with professional development, mentorship, and leadership opportunities.</p>	<p>Outline goals and preliminary thoughts on how to create a mentorship and leadership pipeline program</p>	<p>Have an established, understood mentorship and leadership pipeline program in place</p>

ACADEMIC EXCELLENCE

Objective	Year 1 Measurable	Year 3 Measurable
Provide new electives that will enrich learning and best prepare students for high school and beyond.	<ul style="list-style-type: none"> - Gather family feedback on top preferences for potential new electives - Determine resources and logistics necessary to implement 	No later than year three begin implementation process of viable new electives as informed by investigation
Strengthen student achievement and growth as measured by NWEA MAP assessments in both ELA and Math.	<ul style="list-style-type: none"> - Schoolwide: <ul style="list-style-type: none"> - Median Conditional Growth Percentile (MCGP) of 56 or higher - Achievement Percentile of 61 or higher - Every grade level: <ul style="list-style-type: none"> - MCGP of 50 or higher - Achievement Percentile of 55 or higher 	<ul style="list-style-type: none"> - Schoolwide: <ul style="list-style-type: none"> - Median Conditional Growth Percentile (MCGP) of 60 or higher - Achievement Percentile of 65 or higher - Every grade level: <ul style="list-style-type: none"> - MCGP of 55 or higher - Achievement Percentile of 60 or higher
Implement a schoolwide data analysis process that informs preparation strategies, supports sharing of best practices, and improves CMAS scores.	<ul style="list-style-type: none"> - Clear and cohesive structure developed to support teacher's data analysis to drive improved instruction and a better understanding of how to support their students - At least one cohort of teachers using the new process - Minimum of 4 best practices shared and adopted by multiple teachers - Interim assessment & CMAS results show stability or modest gains 	<ul style="list-style-type: none"> - 100% of teachers trained and participating in the data analysis process - Teaching resources actively used, with teacher-led PD every semester - CMAS scores show sustained measurable improvement vs. 2025 baseline

RESOURCE STEWARDSHIP

Objective	Year 1 Measurable	Year 3 Measurable
<p>Define and bound the wants and needs related to facilities projects for all buildings, pursue projects while employing fiscal responsibility, and continue to identify additional funding opportunities.</p>	<ul style="list-style-type: none">-Complete and present a Facility Master Plan-Update a list of potential self-funded projects to better position Lincoln for the possibility of applying for a BEST grant in the future. The master plan should drive decisions and selection of projects.	<ul style="list-style-type: none">-Consistently show progress on grant searches/applications through board reports- Board members to pursue community outreach of at least three local/national businesses per year- Assess probability of win for a BEST application and determine whether or not to pursue-Assess financial viability of the Master Plan with updates to project lists with associated costs

BOARD GOVERNANCE

Objective	Year 1 Measurable	Year 3 Measurable
<p>Strengthen board knowledge and action plans to ensure all members receive proper training, education in relevant topics, review critical documentation, participate in community outreach/engagement, and support intentional membership recruitment.</p>	<ul style="list-style-type: none"> - Update board handbook and create working aids for chairs and director positions - Provide annual third-party board training and self-evaluation - Once per trimester, provide board update on legislative changes and state/federal policies - Ensure board presence on campus and at school events - Provide monthly communication regarding board activities - Continue to recruit diverse and qualified individuals. 	<ul style="list-style-type: none"> - Update the handbook and any policies as needed to incorporate these best practices for future consistency - Revisit Strategic Plan