



Targeted Support and Improvement School Success Action Plan 2023-2024

Lincoln High School
2900 S. Cliff Avenue
Sioux Falls, SD 57105

<https://www.lhs.sf.k12.sd.us/o/lhs>

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School Narrative - School Overview

Lincoln High School has a culture of high expectations and a tradition of exemplary student achievement. Opened in 1965 Lincoln is a comprehensive high school with an enrollment of approximately 2,000 students. In 1979, the school was remodeled to make it accessible to the physically handicapped. Another remodel in 2000 added additional classrooms, a greenhouse, a little theater, and other improvements. In 2008, a new gymnasium was completed to accommodate 2,000 spectators, greatly improving the ability to host large events. In 2017 Lincoln was named the Spanish Immersion High School in the Sioux Falls School District. The Spanish Immersion program provides a unique educational experience to 256 current students, however, is expanding each year. The 2018-2019 school year brought extra support for our freshman students. LHS implemented the Freshman Academy to help students transition to high school and the rigorous coursework.

Lincoln High School is on a traditional schedule with seven 50-minute class periods. In addition to the seven periods, students at LHS are given a set amount of time each day to receive support with any academic classwork. This time is titled What's Important Now (WIN) and all staff members are available to assist students with their academic needs. Lincoln's staff consists of 1 principal, 3 assistant principals, 6 counselors, 1 librarian, and 112 teachers, plus a registrar, secretaries, and aides. Seventy-three percent of the teaching faculty have at least a master's degree or higher. Lincoln has a specific English Learner (EL) program for students whose primary language is not English. Approximately 85 students participate in this program.

Lincoln High School has many courses in the twelve departments along with a full range of special education courses, alternative courses, and mentorships. We are committed to 21st Century skills such as analytical thinking, problem-solving, and collaborating. Our library has research capabilities that rival many colleges. In addition, Lincoln has the following features:

- "21st Century" classrooms equipped with interactive whiteboards
- Our school is one-to-one and all students have a school-issued Chromebook
- Online course registration for all students
- Parent and student portal for academics, attendance, and lunchbox accounts
- Outstanding weight training facility
- Wireless network capabilities throughout the school

SD Report Card - School Results

SD Report Card - School Results										
	Student Performance			College and Career Readiness			High School Completion		EL Progress	
School Year	ELA Multi Year Prof. Rate	Math Multi Year Prof. Rate	Science Prof. Rate	College Coursework	Assessment Readiness	College and Career Readiness	HS Completion Rate	4-Year Cohort Grad Rate	% on Track	% Exited
2017-18	64	45	47	46.0	46.0	36.0	85	82	7	1
2018-19	61	41	45	56.0	46.0	38.0	89	85	44	8
2019-20	NA*	NA*	NA*	65.0	65.0	51.0	92	82	38	8
2020-21	71	48	57	77	69	60	88	87	27	13
2021-22	76	53	66	67	54	51	88	87	16	8

SD Report Card - District Results

SD Report Card - District Results										
	Student Performance			College and Career Readiness			High School Completion		EL Progress	
School Year	ELA Multi Year Prof. Rate	Math Multi Year Prof. Rate	Science Prof. Rate	College Coursework	Assessment Readiness	College and Career Readiness	HS Completion Rate	4-Year Cohort Grad Rate	% on Track	% Exited
2017-18	66	46	46	44	42	32	88	84	31	2
2018-19	60	42	44	52	42	32	87	84	46	8
2019-20	NA*	NA*	NA*	58	59	43	94	85	42	6
2020-21	68	43	NA*	75	62	53	89	86	38	11
2021-22	49	41	43	64	50	47	90	85	36	11

Data Narrative - Areas of Improvement

Our **Cohort Graduation** rate has risen and is now keeping pace with the District and the State average:

LHS 87%

District 85%

State 82%

Our **High School Completer** rate has also risen and is now keeping pace with the District and the State average:

LHS 88%

District 90%

State 90%

In reviewing SD STARS, the data becomes compelling. There is a significant difference in graduation rates among subgroups at Lincoln High School. During the 2021-22 school year, the Native American graduation rate was at 34 percent, the African American graduation rate was 83 percent, the Economically Disadvantaged graduation rate was 69 percent, and the Students with Disabilities' graduation rate was 61 percent.

Our school improvement activities will focus on student progress toward graduation or GED completion. We will continue to adjust our system of support to reach all learners, especially targeting those student populations that typically struggle to stay on pace to graduate with their cohort group. Professional Learning Communities (PLCs) will work together to create engaging lessons and work

on reteaching strategies. Finally, we will continue to develop a recovery room to make certain all students that fall behind have an opportunity to get back on track to graduate on time.

Action Plan

PDSA Objective: Description of the Goal(s)	
<i>Increase the percentage of students that graduate from Lincoln High School with their cohort group.</i>	
What is the intended outcome?	What are the indicators of success?
Increase the percentage of students that have completed 11 credits by the end of their sophomore year to keep them on pace for successful graduation. Currently, 84.6% of our second-year students have completed 11 or more classes.	Number of credits
Increase the percentage of freshmen earning five or more credits at the end of their first year of high school. Currently, 91.4% of our first-year students have completed 5 or more credits.	Number of credits
Increase the percentage of students who graduate with their cohort group. Our current cohort graduation rate is 87% for the 2021-22 school year.	Graduation rate
PLAN	
Tasks for Implementation	Target Dates
<ol style="list-style-type: none"> 1. To provide intervention support strategies for our students. <ul style="list-style-type: none"> ● Freshman Academy team meetings will identify freshman students that are falling behind in their academic progress and why this is happening for each student that is falling behind. ● Counselors and sophomore teachers will work together to identify sophomore students that are falling behind in their academic progress and why this is happening for each student that is falling behind. ● The Student Attendance Committee will meet twice a month to manage students with poor attendance. 	<ol style="list-style-type: none"> 1. Each Monday during Team Time Freshman Academy 2. Students have 30 minutes each day to get help, receive reteaching, and ask questions of any teacher they have during our WIN Time. 3. Twice a month for the attendance committee 4. Each day 4th and 5th hours for focused study halls

LEVEL 1 Intervention - Classroom Level

- Teachers will provide classroom support for struggling students that includes: Student conferences, preferential seating, teacher help, positive reinforcement, and parental contact.

LEVEL 2 Interventions - Student Support Level

- Implement reteaching schedule for WIN Time and provide training for teachers on how best to structure reteaching for this allotted time.
- Power Lunches for students that are falling behind where they can get caught up on missing work while eating lunch.
- Focused study halls for classes where students typically struggle. Algebra 1, Geometry, Biology, and Physics are where students can get concentration in help in a class they are struggling or falling behind in.
- The LHS Recovery Room (Patriot Post) Two general-funded full-time teachers will staff a room throughout the day dedicated to working with students who have significant amounts of recovery work with the intention of getting them back on track to obtain credit.

LEVEL 3 Interventions - Building Level

- Parent-Student Team Meeting
 - Online courses
 - Schedule Change
 - Refer the student to SAT team to determine any Tier II placement or other district resources to utilize
- 2. To provide an opportunity for training on best research practices in improving our schools.**
- PLC Team leader development - monthly meetings with PLC team leaders to support and equip them to effectively lead their PLC team
 - Train entire staff in the effective use of PLC teams
 - Train entire staff in best practices for grading
 - Train entire staff in understanding data
 - Summer Symposium
 - Model Schools Conference
 - SIOP training to provide teaching strategies for English Language Learners

5. Each day in the Recovery Room (Patriot Post)

6. Third Thursday of the Month PLC Leaders

7. Building PD days in August and October

8. Staff Meetings 3rd Wednesday of the month

9. August 2023 New Sheltered Teachers - SIOP training

10. August 2023 Inspire Education Conference

Documentation of Implementation:

STUDY

Summary of the Implementation and Outcomes:

ACT

Describe the next steps of the implementation based on the outcomes of this cycle:

Action Plan

PDSA Objective: Description of the Goal(s):

Improve the credit attainment and graduation rate of our identified subgroups (Economically disadvantaged, African American, Native American, and Students with Disabilities) by developing more robust Professional Learning Communities (PLCs) at Lincoln High School.

What is the intended outcome?

What are the indicators of success?

To increase the subset graduation rate and credits earned by students through the use of PLCs.

Native American student graduation rate is 34%
Black student graduation rate is 83%
Economically Disadvantaged students' graduation rate is 69%
Students with Disabilities graduation rate 61%

Student credit attainment will increase.
Increase subset graduation rate.
Native American student graduation rate
Black student graduation rate
Students with Disabilities' graduation rate
Economically Disadvantaged students' graduation rate

PLAN

Tasks for Implementation

Target Dates

Produce a structure where each teacher at Lincoln High School has a community group of teachers that can share best practices of teaching, assessment, and classroom management. This should lead to more effective classroom teaching and learning throughout Lincoln High School.

- 1. To provide an opportunity for training on best research practices in improving our schools.**
 - PLC Team leader development - monthly meetings with PLC team leaders to support and equip them to effectively lead their PLC team
 - Train entire staff in the effective use of PLC teams
 - Train entire staff in best practices for grading
- 2. Teachers will participate in Kagan Training**
 - All teachers will be trained in Kagan training
 - Two teachers will attend a Train the Trainer Kagan training. These teachers will train LHS staff during subsequent years.
- 3. Every teacher is actively engaged in a PLC at least 6 times a month.**
- 4. Each PLC has been assigned a leader and that leader will be responsible for leading the group in a way that engages each member. Monthly meetings with the PLC leaders will give the administration a chance to check with them about teacher engagement in each PLC.**
- 5. PLCs will have a rich discussion of student learning and how to help students who are struggling to learn the standards.**

- 1. Third Thursday of the Month PLC Leaders**
- 2. Building PD days in August, October, and February**
- 3. Staff Meetings 3rd Wednesday of the month**
- 4. District Training days, Summer 2023 and October 2023**
- 5. Kagan Training - New staff August 2023**
- 6. Focused Freshmen study halls for at-risk students to assist in passing classes - Daily**
- 7. Continue the E-Pass system for the 2023-24 school year - Daily**
- 8. Use of EA to help monitor at-risk student attendance and academic progress - Daily**

- 6. Students will be able to master content and face their deficiencies through the help of PLCs. Students will develop a deep understanding of the content and will have opportunities to re-learn the material that has been presented. Students who have mastered content will be challenged to extend their knowledge beyond the power standards.**
- 7. Focused Freshman study halls are to help students that struggled in middle school and also may be on a 504 plan. These study halls replace one of the student classes with a full-period study hall. The effect of this is twofold. It reduces the number of classes that a student has to take from 6 to 5. It also gives the student one full class period each day to receive targeted support for the 5 classes they are taking. The intent of this system is to make sure this group of students gets off to a better start with their freshman year even if it means they might get slightly behind pace toward graduation.**
- 8. Continue with an Electronic Hall Pass System. This E-pass system can quickly identify which students are physically in attendance in a classroom, not just in the building. It will allow teachers and staff to quickly identify students who are in the hallways. This can aid teachers and staff to better communicate with families and make sure students are where they need to be. It will also allow teachers and staff to monitor time spent outside of the classroom for each individual student to see if corrections or further monitoring is needed.**
- 9. Additional EA staff members will provide supplemental support targeted at our at-risk students. This staff member can make contact with families about attendance and grades and provide support to students from LHS that are at Joe Foss. This person can also provide academic support to students that are taking online classes in the LHS learning center. This is much-needed support as many students struggle to get started and stay on task with online coursework.**

DO

Documentation of Implementation:

STUDY

Summary of the Implementation and Outcomes:

ACT

Describe the next steps of the implementation based on the outcomes of this cycle:

Action Plan

PDSA Objective: Description of the Goal(s):	
Increase the percentage of students from Lincoln High School that complete their high school degree or GED by age 21.	
What is the intended outcome? <i>Increase the percentage of students from Lincoln High School that complete their high school degree within 6 years of starting.</i>	What are the indicators of success?
Increase the percentage of students who complete their high school degree or GED by age 21. Our current Completor Rate is 88% for the 2021-22 school year.	Completor Rate
PLAN	
Tasks for Implementation	Target Dates
<ol style="list-style-type: none"> 1. Create a system of communication between counselors, school administration, students, and parents of students that do not graduate on time with their cohort group. This communication is crucial for the development of a plan for the student to obtain a GED once they have left the building of Lincoln High School. Once we lose contact with a student 	<ol style="list-style-type: none"> 1. System on Communication by February 2024 2. Staff Training on GED options by February 2024 3. GED Prep in the Learning Center and ELL Classes by Fall of 2023.

it is very difficult to re-establish that connection.

2. Train LHS staff on the options available for students to obtain GED completion. There will be students that will not be able to obtain the 22 credits necessary for graduation, but yet are still attending LHS. The goal would be for us to help these students move in the direction of obtaining a GED while they are still in our building.
3. Include GED prep as a part of the Learning Center and EL classes to target the students that are still at LHS, but would benefit from obtaining a GED as opposed to a traditional diploma.
4. Make the GED and GED prep available in Spanish and other languages when possible for our EL students.

4. GED in Spanish by Fall 2023.

DO

Documentation of Implementation:

STUDY

Summary of the Implementation and Outcomes:

ACT

Describe the next steps of the implementation based on the outcomes of this cycle: