



Lincoln High School

Professional Development Plan

2023-2024

BECAUSE we believe all students can:

- ◆ Achieve high levels of academic growth
- ◆ Develop/maintain healthy social/emotional skills

THEN staff will:

Goal 1: Goal: Meeting the Needs of All Students

Equitable Educational Practices

We will participate in a continuous examination of beliefs, practices, policies, curricula, resources, and school cultures that allow all students to have access, representation, meaningful participation, and high outcomes.

Action Steps	Persons Responsible	Reflection/Artifacts
Identify the needs of our students to reduce the achievement gap based upon ACT, PreACT Secure, and Forward assessments; prepare a solution-based plan to meet the needs of our students during class time as well as during RPT.	Core Departments, ACT Instructional Masters, Department Heads in Social Studies, English, Math, and Science; ACT Prep Committee, and RPT Advisors	
Identify students who are struggling in core content areas and develop processes to promote academic success.	SEF, Department Heads in Social Studies, English, Math, and Science	
Utilize data from YRBS to identify areas of concern and implement change where additional support is needed.	All	
Identify processes to more effectively engage our families.	School Environment Team, Student Engagement Facilitator (SEF), Social Worker	

Review past discipline processes and consistencies to promote positive behavioral change in individual classrooms.	School Environment Team, Educlimber, classroom teachers	
Train staff to utilize features of EduClimber to see a "360 View" of each student	Administration, All Staff	
Research implementation of MTSS (Multi-Tiered Systems of Support) within the building.	Administration, SEF, Book Study for interested staff	

Supported Learning Environment: The Whole Student

We will support our students' mental, emotional, and behavioral health to increase student success and overall well-being.

Action Steps	Persons Responsible	Reflection/Artifacts
We will promote our PRIDE framework: respectful, responsible, committed as it pertains to one's self, one's classes, one's school, and one's community.	All	
Implement SEL screener and curriculum through the use of SAEBERS and 7 Mindsets	ACP Coordinator, SEL team, RPT Teachers/Counselors	
Based upon student needs, develop small group sessions beginning in Term 1.	Student Services	
Increase check-ins for students within the LEAP/LAUNCH program to better support student needs and access to services within and out of the district.	LEAP/LAUNCH PLC,	

Professional Learning Communities

We will continue to focus on consistent implementation of data analysis and questions three and four of the PLC process (What do we do for students who haven't met the goal? What do we do for students who already met the goal?).

Action Steps	Persons Responsible	Reflection/Artifacts
Utilize common formative and summative assessment data to guide instruction and determine appropriate next steps/interventions.	PLC Guiding Coalition, Classroom Teachers, SEF	
Develop and utilize a defined data analysis protocol, submitted monthly.	PLC Guiding Coalition, Classroom Teachers, SEF, Administration	

Engaging Students in Extended Time Schedules and Digital Learning Environments

We will commit to refining and/or updating viable curricula, instructional methodologies, technology integration, and assessment practices.

Action Steps	Persons Responsible	Reflection/Artifacts
Improve course design and instruction utilizing Canvas.	All	

Provide sessions on best practices for teaching in extended time (e.g., student engagement, questioning & discussion, critical thinking)	Administration, Student Engagement Facilitator (SEF)	
--	--	--

School Learning Objective

--

Approval

End of year reflection: