

**Full Service Community School Plan
Lincoln International High School
2024 - 2025**



1. School Overview:

- **School Name:** Lincoln International High School
- **Location:** Minnehaha, MN
- **Grade Levels:** 9–12
- **Enrollment:** 168 students
- **Mission Statement:** Empowering students to become leaders and active members of their communities through academic excellence and strong support systems.
- **Demographics:**

Lincoln International High School serves a diverse student body, with a strong emphasis on inclusion and multilingual education. Approximately 90% of students are English Learners (EL), highlighting the school's commitment to supporting a variety of linguistic backgrounds and fostering an environment where language is viewed as an asset. The student population is also 95% economically disadvantaged, underlining the school's role in addressing the unique needs of students from financially constrained families. This diversity enriches the school community, fostering a culture of learning that values cultural exchange, multilingualism, and equitable access to educational opportunities for all students.

2. Identified Needs:

Learning Enhancement

- **Key Needs:**
 - Multilingual Education Support: A significant need to enhance language acquisition support and academic instruction for English Learners (ELs).
 - Health and Well-Being Support: Physical and mental health services to address the needs of economically disadvantaged students.
 - Financial constraints that limit access to educational enrichment resources that exist in the community such as field trips, nature areas, etc.

Underlying Causes:

- A high percentage of English Learner (EL) students require additional language support.
- Financial limitations create barriers to providing comprehensive health services and essential learning materials.
- Teacher shortages and inadequate facilities affect the quality of learning environments.
- Many students feel the need to work to support themselves or their families, both here and in their home countries, which affects their ability to fully engage in their studies.
- **Recommendations:**
 - Expand health and wellness services, including mental health support.
 - Increase professional development (PD) for teachers on best practices for multilingual instruction.
 - Address space and resource limitations, including technology access and community educational enrichment resources.

Family Engagement

- **Key Needs:**
 - Language Support: Families may face challenges understanding school communications and academic expectations due to language barriers.
 - Flexible Scheduling: Many parents have work schedules that make it difficult to attend school events.
 - Parent and Community Education: Providing training for parents, students, and staff to better communicate and support student success.
- **Underlying Causes:**
 - The predominance of multilingual households makes it challenging to provide clear and accessible communication.
 - Economic barriers, time constraints, and cultural differences, along with unfamiliarity with the American educational system, limit family involvement in school activities.
- **Recommendations:**
 - Offer multilingual resources and communication tools to improve engagement.
 - Provide flexible meeting times and virtual workshops for parents.
 - Strengthen partnerships with community organizations to provide educational opportunities for families.

School Climate and Culture

- **Key Needs:**

- Cultural Inclusivity and Sensitivity: Efforts to engage students and families from various cultural backgrounds and foster inclusivity.
- Trauma Responsive and Mental Health Support: Addressing the social-emotional needs of students, particularly those from economically disadvantaged backgrounds.
- Facility and Space Limitations: Lack of adequate physical space and resources to support diverse student needs.

- **Underlying Causes:**

- Cultural differences and language barriers may lead to challenges in creating an inclusive school environment.
- Students experiencing cultural adaptation and trauma/chronic stress from recent migration.
- Limited space and inadequate facilities impact the school's ability to offer optimal services and activities.

- **Recommendations:**

- Integrate social-emotional learning (SEL) and Trauma-Responsive Pedagogy into the curriculum and extracurricular programs.
- Continue trauma-responsive professional development for all staff
- Increase cultural awareness initiatives and celebrate the diversity of the student body.
- Improve school facilities to create a more conducive learning environment.

3. Action Plan

Learning Enhancement

- **Objectives:**

- Improve student health and mental well-being through expanded services.
- Enhance professional development (PD) for teachers, specifically for Multilingual Learners (MLLs).
- Address overcrowded and outdated facilities, as well as transportation challenges.

- **Activities:**
 - **Expand the School Clinic and Hire Additional Social Workers**
 - **Specific:** Expand the school clinic and hire a social worker to provide mental health services. Partner with 2 local healthcare providers to enhance access to care.
 - **Measurable:** Increase the number of students receiving physical and mental health services by 30%.
 - **Achievable:** Secure funding for hiring and partnership by April 2025.
 - **Relevant:** This will support the mental health needs of students, helping to improve overall well-being and academic performance.
 - **Time-Bound:** Complete the expansion and hire social workers by **August 2025**, with a 30% increase in service access by **Dec 2025**.
 - **Provide Professional Development (PD) for Teachers**
 - **Specific:** Provide PD for all teaching staff on best practices for multilingual education, cultural competency, and effective instruction for English Learners.
 - **Measurable:** Achieve at least an 85% satisfaction rate on PD feedback surveys, and show a 20% increase in the number of students meeting language proficiency goals as measured by the WIDA ACCESS assessment.
 - **Achievable:** Offer PD sessions, with measurable progress assessed through classroom observations and surveys.
 - **Relevant:** This ensures that teachers are well-equipped to support a diverse student body, improving student outcomes in language acquisition.
 - **Time-Bound:** Complete the PD program by **August 2025**, with follow-up surveys and performance assessments conducted by **Dec 2025**.
 - **Explore Options for Building Expansion, Relocation, or Creating New Learning Spaces**
 - **Specific:** Assess options for expanding the school building or relocating to a new site, and explore opportunities to create new learning spaces.
 - **Measurable:** Present at least two viable options for expansion or relocation and secure approval for one option. Apply for a grant to support the development of a multi-purpose facility.
 - **Achievable:** Conduct a feasibility study with input from architects, community stakeholders, and school board members.

- **Relevant:** This will address overcrowding and provide a more conducive learning environment.
 - **Time-Bound:** follow up on the grant application for the multi-purpose facility by **April 2025** or Complete the feasibility study by **August 2025**, secure approval for expansion or relocation by **August 2025**.
- **Investigate Transportation Solutions for After-School Programs**
 - **Specific:** Identify and implement transportation solutions for after-school programs to ensure all students can participate.
 - **Measurable:** Increase participation in after-school programs by 20% by providing transportation options to at least 75% of students.
 - **Achievable:** Partner with local transportation services or secure funding for a dedicated school van.
 - **Relevant:** Improved transportation will increase student participation and engagement in enrichment programs.
 - **Time-Bound:** Implement transportation solutions by **August 2025** and track participation rates through Dec 2025 school year.
-
- **Responsible Parties:**
 - School leadership, clinic team, district administration, MLL instructional staff.
- **Timeline:**
 - **Short-Term (1–2 years):** Maintain clinic services, hire necessary mental health staff, expand ML PD for all teachers, begin exploring space expansion.
 - **Long-Term (3–5 years):** Develop plans based on ELL consultant feedback, hire additional staff, explore relocation or expansion options.

Family Engagement

- **Objectives:**
 - Address language barriers to ensure all families have access to school information.
 - Provide flexible training opportunities for families to be actively involved in their children's education.
 - Enhance communication between school staff and families.
- **Activities:**
 - Implement ReachMyTeach communication app to enable real-time communication with families, available in multiple languages.
 - Host flexible parent training sessions, including evening workshops and virtual meetings to accommodate various schedules.

- Foster improved communication through multilingual newsletters, apps, and personal outreach from school staff.
- **Responsible Parties:**
 - Family engagement coordinators, communication team, school leadership.
- **Timeline:**
 - **Short-Term (1–2 years):** Launch communication app, distribute multilingual resources, gather family feedback.
 - **Long-Term (3–5 years):** Develop ongoing family education programs, refine family engagement strategies based on feedback.

School Climate and Culture

Objectives:

- Implement Trauma-Responsive Practices that address the diverse needs of students, ensuring their emotional and psychological safety.
- Increase cultural awareness and activities that reflect the school community, fostering a more inclusive environment.
- Regularly assess and update school resources to align with the evolving needs of students and families.

Activities:

- Integrate Trauma-Responsive Practices into daily lessons, teacher observations, and after-school programming to support students' emotional and psychological well-being.
- Increase funding for cultural activities and educational field trips that expose students to diverse cultural perspectives and experiences.
- Collaborate with the University of St. Thomas for professional development (PD), coaching, and additional resources to further enhance Trauma-Responsive Practices within the school.
- Conduct regular surveys and focus groups with students and families to gather feedback on their needs and adjust resources and programming accordingly.

Responsible Parties:

- Trauma-Responsive Practices coordinator
- School climate team
- Cultural activity coordinators
- Community partners
- University of St. Thomas partnership team

Timeline:

- **Short-Term (1–2 years):**
 - Expand Trauma-Responsive Practices initiatives within the classroom and after-school programs.
 - Plan and implement more cultural activities, ensuring they reflect and celebrate the diversity within the school community.
 - Improve communication channels between the school and families to ensure ongoing collaboration and support.
 - Embed Trauma-Responsive practices into teacher observation rubrics, lesson plans, and other instructional tools.
- **Long-Term (3–5 years):**
 - Strengthen relationships with community organizations, including the University of St. Thomas, and build a broader network of support for students and families.
 - Continuously evaluate and refine Trauma-Responsive Practices to meet the changing needs of students.
 - Sustain and expand opportunities for cultural awareness and engagement, fostering an inclusive school environment for all students.

4. Expected Outcomes and Indicators

Learning Enhancement

- **Outcomes:**
 - Improvement in student health, mental well-being, and academic performance, especially among MLLs.
 - Reduced barriers due to limited space and transportation issues.
- **Indicators:**
 - Health and wellness reports, attendance data, academic progress of MLLs (WIDA ACCESS and NWEA MAP scores,) student satisfaction surveys, participation in after school program, number of field trips conducted by staff.

Family Engagement

- **Outcomes:**
 - Increased family participation in school activities and improved communication between the school and home.
 - Higher engagement in training and resource sharing.
- **Indicators:**
 - Usage of communication tools (app usage), survey data on family satisfaction, attendance at school events, and parent training participation.

School Climate and Culture

- **Outcomes:**
 - Stronger student engagement (attendance, clubs), enhanced school climate, and increased understanding of cultural diversity.
 - Improved student behavior (fewer behavioral referrals) and positive feedback from families.
- **Indicators:**
 - Participation in cultural and SEL programs and clubs, school climate survey results, mental health referral data, family engagement data, Skyward behavioral data, student satisfaction data, and attendance data.

5. Evaluation and Monitoring

- **Process:**
 - Regular surveys and focus groups with students, families, and staff to evaluate the effectiveness of the action plans.
 - Collection of academic, health, and attendance data to measure the impact of the interventions.
 - Bi-annual review meetings with school leadership, teachers, and community stakeholders to assess progress and make adjustments.
- **Responsible Parties:**
 - School leadership team, community engagement partners, Trauma-Responsive Practices coordinator, family engagement coordinators.
- **Methods for Monitoring:**
 - **Academic Progress Monitoring:** Analyze student grades, attendance, and assessments to track improvements in learning outcomes.
 - **Health and Wellness Monitoring:** Review data from the school clinic and surveys to track improvements in student well-being.

- **Family Engagement Monitoring:** Assess the usage of communication tools and track participation in family events.

The link below shows tables displaying the action plan and the evaluation and monitoring process.

https://docs.google.com/spreadsheets/d/1PC-uxwRzvOyMJYuzyJo45LA5aQgXPpRatm_hz1HYqkc/edit?gid=0#gid=0