

Brownsville Independent School District
Lincoln Park School
2017-2018 Campus Improvement Plan

**LINCOLN PARK
ALTERNATIVE HIGH SCHOOL**



“School of Choice”

Mission Statement

Lincoln Park school is committed to providing its students with an alternative accelerated learning community that fosters lifelong learning in a supportive and caring environment.

Vision

We are focused on encouraging students to fulfill graduation requirements in an accelerated, academic, and technological environment which will be accomplished by students, faculty, staff, and parents and community working together towards student success.

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Goal 10: The District will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers. (Board Goal 3) [DEIC added 12-6-2017]	57

Goal 11: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4) [DEIC added 12-6-2017] . . . 59

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Comprehensive Needs Assessment

Needs Assessment Overview

Data Sources Reviewed:

- EOC Scores
- TELPAS Scores
- TAIS Report
- PEIMS Reports
- Benchmarks Reports on TANGO/EDUPHORIA
- Parent Meeting Surveys
- PRS Reports

Areas Reviewed:

- Demographics
- Student Achievement
- School Culture and Climate
- Staff Quality and Professional Development
- Curriculum, Instruction, and Assessment
- Family and Community Involvement
- School Context and Organization
- Technology
- Drop Out Rates
- At-Risk Needs

Summary of Needs:

- Additional training to meet the increased number of ELL and Special Education students.
- Improved attendance rates

- Provide student incentives for improved attendance, behavior, and grades.
- Improved EOC/STAAR Scores
- Create EOC Review courses and grade level/course specific classes for tested areas.
- Update Library with current, high interest, and varied levels of reading material and technology.
- Family outreach programs and activities are needed to increase parental involvement.
- Ongoing Professional Development is needed to incorporate technology into the classroom.
- Professional Development on Differentiated Instruction strategies to meet student needs.
- Improved technological resources such as Mobi Pads.

Demographics

Demographics Summary

The student enrollment at Lincoln Park Alternative High School is approximately 150 students through out the school year. Our school serves At-Risk pregnant and parenting students in grades 6 through 12. According to the PEIMS Data Review of our campus profile, 99% of the student population is Hispanic and 100% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 29% are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, 21% of our students are in the special education program and approximately 5% are migrant students. The attendance rate for the school year was 71.5% and 90% of the high school seniors enrolled at Lincoln Park graduated.

Demographics Strengths

- Experienced teaching staff (100% of teachers have 5 or more years of experience)
- Low Turn-over rate for teachers
- 15:1 student/teacher ratio to meet the At-Risk student needs
- 9 out of 13 teachers have two certifications which allows them to teach multiple subjects.
- Daycare services are available for infants ages 0 to 17 months. Our daycare is currently able to service 20 infants.

Problem Statements Identifying Demographics Needs

Problem Statement 1: One full time US History Teacher is needed. **Root Cause:** Our English Teacher is serving as a US History teacher for High School and Middle School students due to a shortage of staff.

Problem Statement 2: One full time/part time library aide is needed. **Root Cause:** Library is currently closed due to shortage of staff.

Student Achievement

Student Achievement Summary

End-of-Course All Students Summary:

ENG I: 29%

ENG II: 29%

ALG: 91%

BIO: 79%

US HIST:59 %

6th-8th Grade All Students STAAR Summary:

Reading:6th grade(N/A), 7th grade (N/A), 8th Grade (50%)

Writing: 7th Grade (N/A)

Math: 6th Grade (N/A), 7th Grade (N/A), 8th Grade (35%)

Science:8th Grade(35%)

Social Studies: 8th Grade (0%)

Student Achievement Strengths

1. 42 students graduated during the 2016-2017 school year.
2. Data is used to drive instruction and monitor student progress.
3. EOC Pullouts are implemented at least 4 weeks before the testing date.
4. Home Instruction is provided to ensure continuous learning focusing on EOC classes.
5. Self-paced, computer assisted (A+ and Compass) and off-site instruction is provided to meet student needs.
6. 100% of Senior students apply for FAFSA.
7. Students are provided with scholarship applications.
8. Home visits are made to encourage and increase attendance.
9. Teachers are allocated monies for general school supplies.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: ENG I and ENG II EOC scores continue to be below 50% passing. **Root Cause:** EOC scores in the ELA area have been considerably low for the last couple of years. One of the main reasons for this is that the number of ELL students at our campus continues to increase.

Problem Statement 2: Poor attendance is an issue throughout the entire school year. **Root Cause:** Pregnancy, parenting, financial and social issues are all a major factor that prevent our students from attending school.

School Culture and Climate

School Culture and Climate Summary

Lincoln Park High School is a small campus focused on providing individualized accelerated instruction to pregnant and parenting students.

School Culture and Climate Strengths

1. High expectations for students and teachers is maintained.
2. Teachers are involved in the decision making process.
3. Teachers and students feel supported by Administration and treated with respect by all staff members.
4. Students and staff feel this is a safe and secure campus with effective programs and without drug, discipline, or bullying problems.
5. Students feel a sense of belonging to campus and feel safe.
6. Teachers know the students, care about them, and provide help to all of their students.
7. Administration schedules student/parent conferences for all students that have excessive absences or behavioral issues.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments.

The current staff at Lincoln Park Alternative High School is comprised of 15 teachers, 2 campus administrators, 1 counselor, 1 Security Officer, 1 day care director, 1 nurse, 2 office staff, 1 parent liaison, 5 day care educational aides, and 2 custodians. The ethnicity of the Lincoln Park Alternative High School staff is diverse with 95% Hispanic, 5% Caucasian, and 0% African American. The teaching staff is also 33% female and 67% male.

Staff Quality, Recruitment, and Retention Strengths

1. 100% of the teachers agree that professional development provides knowledge, skills, and strategies necessary to improve instruction.
2. Lincoln Park School has a high number of experienced staff 89% of them have 6 or more years of teaching experience.
3. Our school has a high teacher retention rate.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The students of Lincoln Park Alternative High School are recipients of a well-balanced curriculum. Courses are offered in every subject area necessary for college admission, as well as a diverse range of elective and career and technology courses. The instructional programs include academic core subjects at various levels. Lincoln Park Alternative High school also has a “school within a school” construction technology program that not only serves Lincoln Park students but also students from four other high schools who don’t have this program available. Students are able to take Mill and Cabinet Making Technology and Practicum in Construction Management. As part of this program, students are offered an opportunity to participate in extracurricular activities through Skills USA youth leadership club. Numerous students have advance to state through community service projects. Because of Skills USA and other class activities involving advanced technology, our students have received national and international recognition. Furthermore, a certification in Medical Billing and Coding is now being offered to all Juniors and Seniors. About 10% of our students are enrolled in the Medical Billing and Coding class which gives the students the opportunity to challenge the state exam that will provide the Billing the Coding certification. Students at our school also have access to two graduation plans: Foundation High School Program and Distinguished Level of Achievement High School Program.

Curriculum, Instruction, and Assessment Strengths

1. Teachers agree that the campus does a good job of implementing district instructional frameworks and meeting the needs of diverse populations.
2. Teachers use EOC and benchmark results to drive and improve instruction.
3. All students agree that Lincoln Park provides interesting and challenging classes conducive to learning.
4. All students feel Lincoln Park School is preparing them for state exams and to succeed after graduation.
5. Students are provided information over a variety of existing services and programs including health services through the school nurse dealing with prenatal screening and medical support.
6. On-campus presentations are scheduled on a monthly basis over a variety of topics.
7. College & Career Fairs are scheduled for all girls to increase college awareness.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers need professional development in areas of need. **Root Cause:** Budget constraints do not allow us to fund out of district professional development in the areas of need such as: professional development targeting ELL and Special Education .

Family and Community Involvement

Family and Community Involvement Summary

Parents are always welcomed at Lincoln Park Alternative High School. As a school, we know the importance that parents and the community play in the development and progress of our students' education. Unfortunately, because our student population consists of young mothers or mothers to be, the parental component is not always present. Activities such as :Grandparents Day, Parade of Characters, Charro Days Celebration are done throughout the school year to help increase parent participation.

Family and Community Involvement Strengths

1. Open House attendance incentives increased Parental Participation for Open House held in October.
2. Family activities done through the daycare center to encourage parent participation such as: Parade of Characters, Grandparents Day, Charro Days and Easter celebrations.
3. Home visits are a strength for both home instruction and attendance purposes.
4. Parent Liaison makes home visits upon request from the staff and administration.
5. Administration is in communication with parents during registration and throughout the year.
6. Teacher-Parent communication about issues such as: attendance and student progress.

School Context and Organization

School Context and Organization Strengths

1. All teachers agree that they are involved in the decision making process at LPS.
2. All teachers agree that they are supported and respected by Administration and staff.
3. Strong Leadership and Decision Committees.

Technology

Technology Summary

Lincoln Park High School is technologically driven. The accelerated curriculum is delivered via computer software such as A+ and Compass Learning Software. Although our school relies heavily on technology, unfortunately due to budget constraints most of the technology that is available is outdated. Very year, an effort is made to allocate most of our budget towards the upgrade of classroom computers.

Technology Strengths

1. Teachers use technology to help them learn better.
2. Accelerated educational software such as Compass and A+ is available.
3. Computer Lab has been established for testing or presentation usage.
4. Website is up to date and provides valuable information for parents and teachers.

Problem Statements Identifying Technology Needs

Problem Statement 1: Student computers need to be upgraded and other technology to use in the classroom needs to be purchased. **Root Cause:** Budget constrains have not allowed us to upgrade technology.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Highly qualified staff data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

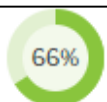
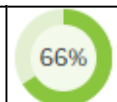



Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens









Performance Objective 1: 80% of Lincoln Park School students that take ENG I and ENG II EOC tests will demonstrate mastery on state-mandated tests and minimum of 20% of students taking those tests will achieve commended performance/ level III advanced measure.

Evaluation Data Source(s) 1: PEIMS Attendance Reports, STAAR/EOC, TAKS scores, and Graduation Rates

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June

<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) All teachers will incorporate reading and writing tasks in their respective subjects to support students' writing development (Reading/Writing Across the Curriculum). All students will have access to instructional resources and computer assisted instruction that reinforces implementation of the curriculum and ELAR initiatives including but not limited to: PEG Writing APEX Edgenuity Writing Portfolios TLI Cognitive Routines/Strategies Inclusion (co-teach) Model EduSmart Tango Software</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At-Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: August 2017- June 2018 everyday CNA pg# 11 & 15</p>		<p>Administrator for State Compensatory Education, Teachers, Principal, Assistant Principal</p>	<p>Formative: Lesson Plans, Walk-throughs, Writing portfolios; Progress Reports, Writing across the curriculum training logs and agendas</p> <p>Summative: Increase passing rate in STAAR/EOC exams, TELPAS</p>				
<p>Funding Sources: 162 State Compensatory - \$188.00</p>							
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) ELA/ESL teachers will provide intensive data driven review classes or test preparation classes for STAAR/ EOC testers. Teachers will incorporate the use of linguistic accommodations, ELPS, TLI cognitive strategies (TLI sustainability) and differentiated instruction to ensure student success.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Review Classes: August 2017-June 2018 CNA pg # 8</p>	<p>9</p>	<p>ELA Department Chair, ESL and ELA teachers, School Administration, and Administrator for State Compensatory Education</p>	<p>Formative: Lesson Plans, Master Schedule, benchmark scores</p> <p>Summative: STAAR Scores, Attendance Rates, Graduation Rates, Increase passing rate in STAAR/EOC exams, TELPAS, ELLEVATION</p>				



<p>3) Accelerated Instruction in the foundation curriculum will be provided to improve at-risk student achievement. Additional resources and supplies will be purchased as needed to ensure student achievement. Morning and after school tutorial will be available to help students master End of Course assessments.</p> <p>Population: At-Risk Timeline: September 2017-May 2018</p>		<p>Campus Administration, Administrator for State Compensatory Education</p>	<p>Formative: eSchoolPLUS tutorial schedule, tutorial lesson plans, classroom observations, student progress reports, benchmark scores</p> <p>Summative: STAAR, Graduation Rate, Retention Rate, Dropout Rate, Completion Rate</p>				
<p>Funding Sources: 162 State Compensatory - \$2,299.00</p>							
<p>4)) Gifted and Talented (GT) learners will be serviced through the GALAXY (GT) program to develop their critical and creative thinking, problem solving and decision making skills appropriate for gifted learning. Instructional strategies that add depth and complexity through Kaplan's Differentiation Model must accommodate the unique needs of the gifted and talented learner. GT teachers must have professional development that includes 30 GT Core hours prior to their GT class assignment and a minimum of 6 GT Ongoing hours annually.</p>		<p>Assistant Superintendents, C&I Administrators, Advanced Academics Administrator, Advanced Academics Lead Teachers, Principals, Deans, & Campus GT Teachers K through 12th grade</p>	<p>Summative Evaluation: * eSchoolPlus generated Master Schedule * GT Compliance Report * ERO Transcripts * Student Performance Record (SPR)</p>				
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							







Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens

Performance Objective 2: A minimum of 85% of mathematics students will achieve a Level II Recommended Performance on STAAR/EOC mathematics assessments. A minimum of 20% of students will achieve a Level III Advanced Performance.

Evaluation Data Source(s) 2: PEIMS Attendance Reports, STAAR/EOC scores, and Graduation Rates

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) Implement effective data driven math curriculum (TLI sustainability) to target STAAR - EOC reporting categories according to the district's improvement plan strategies and actions to increase AYP (2.1)</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: Aug 2017- June 2018 CNA pg # 14</p>	8	Math Teachers, Math Specialists, Principal, Assistant Principal, Counselor, and Administrator for State Compensatory Education	Formative: Classroom Observations, Benchmark results, teacher made assessments. Summative: STAAR Scores, Attendance Rates, Graduation Rates, Increase passing rate in STAAR/ EOC exams, TELPAS	 33%	 33%		

<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Primary testers and re-testers will be provided with review sessions during the school day, at least three weeks before taking the Math STAAR test for middle school, and the STAAR Algebra I EOC test.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: Aug 2017 - June 2018 Review Sessions: Monday-Friday 4 weeks before the state assessments CNA pg# 8</p>	8, 9	Principal, Assistant Principal, Math Teacher, and Administrator for State Compensatory Education	Formative: Classroom Observations, Benchmark Results, Progress Reports Summative: Increase passing rate in STAAR/EOC exams, TELPAS, and Graduation Rates			
Funding Sources: 162 State Compensatory - \$615.00						
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Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens







Performance Objective 3: A minimum of 85% of Biology students will achieve a Level II Satisfactory Performance on the STAAR EOC assessment. A minimum of 20% of Biology students will achieve a Level III Advanced Performance.

A minimum of 70% of 8th grade students taking the STAAR Science will achieve a Level II Satisfactory Performance. A minimum of 10% of 8th grade students will achieve a Level III Advanced Performance on the STAAR Science.

Evaluation Data Source(s) 3: PEIMS Attendance Reports, STAAR/EOC, and Graduation Rates

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Implement Best Practice Instructional Strategies to improve individual student science achievement including:</p> <ul style="list-style-type: none"> -Data Analysis -Word Walls/ Voc. Building -Computer Based Learning -Problem Solving & Critical Thinking -Inquiry Learning -Cooperative Learning -SIOP (ELL) Strategies -SpEd Strategies -Intervention Strategies <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: Aug 2017 - June 2018 CNA pg # 15</p>	5, 9	Administration, Science Teachers, and Administrator for State Compensatory Education	<p>Formative: Observations/ Walkthroughs, Benchmark Results, Student Progress Charts, Improved Scores on Benchmarks (MS & Biology), Improved overall and Objective scores on Practice tests</p> <p>Summative: Increase passing rate in STAAR/EOC exams and Graduation Rates</p>				
<p>Funding Sources: 162 State Compensatory - \$405.00</p>							


<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Provide differentiated learning opportunities to improve student performance on MS STAAR Science and EOC Biology by providing: -EOC Biology Review Course -Pull-out Review Sessions -Differentiated instruction</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: August 2017- June 2018 CNA pg # 14</p>	9	School Administration, Science Teachers, and Administrator for State Compensatory Education	<p>Formative: Course Attendance Sheets, Pull-out schedules and Attendance sheets, Observations/ Walkthroughs, Student Progress Charts, Benchmark Scores</p> <p>Summative: Increase passing rate in STAAR/ EOC exams</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						



Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens

Performance Objective 4: 90% of Lincoln Park School students will demonstrate mastery on all Social Studies state-mandated tests and minimum of 45% of students taking those tests will achieve commended performance.

Evaluation Data Source(s) 4: PEIMS Attendance Reports, STAAR/EOC ,TAKS scores, Graduation Rates

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Implement a standard Social Studies based curriculum that will be achieved by: data analysis, Sheltered Instruction (Focus on Reading Strategies) Vocabulary Enrichment A+ Textbook integration ESL Strategies (Cognates) Reading & writing strategies /(prediction, inference, summarizing, paraphrasing & researching) TLI Sustainability.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: Aug 2017- May 2018 CNA pg # 14</p>	9	Administration and Social Studies Teachers	<p>Formative: Classroom Observations/ Walkthroughs, Classroom Test results, Benchmark Assessments, Credits earned</p> <p>Summative: Increase passing rate in STAAR/EOC exams, TELPAS, and graduation rate</p>	 66%			

<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) In order to increase student's academic performance, Social Studies teachers will follow the aligned instructional timelines for the course(s) they are teaching.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: August 2017 - June 2018 CNA pg #13</p>	3	Administration, Social Studies Department Chair, SS Teachers, and Administrator for State Compensatory Education	<p>Formative: Lesson Plans, walk-through observations, curriculum framework document</p> <p>Summative: STAAR/ EOC and TELPAS scores, increased attendance and graduation rates.</p>			
<p>Funding Sources: 162 State Compensatory - \$255.00</p>						

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens

Performance Objective 5: Based on Individualized Education Plan (IEP) the Special Education Department, general education teachers and administration will create effective climate for learning by sharing all available information about a student's disability pertinent to her performance in an educational setting.

Evaluation Data Source(s) 5: Individualized Education Plan, Inclusion Teacher log, 10% increase in EOC/STAAR results

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>System Safeguard Strategy Critical Success Factors CSF 4 CSF 7</p> <p>1) Utilize the ARD process to place all special education students in the proper assessment and in the least restrictive environment. Provide appropriate transition planning for students with disabilities, including information regarding access to community services and agencies.</p> <p>Population: Special Education Students</p> <p>Timeline: Aug 2017- June 2018 CNA pg# 14 & 17</p>	3, 10	Principal, Asst. Principal, Counselors, Home Instruction, Homebound, Campus Teachers, PEIMS Admin., ARD Committee, Nurse	<p>Formative: Administrative walkthroughs, lesson plans, IEPs</p> <p>Summative: Increase At-Risk Attendance Rate, increase in At-Risk student Graduation Rate, increase in At-Risk student Completion Rate</p>				
Funding Sources: 166 State Special Ed. - \$4,004.00							
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) Provide SPED Homebound Instruction services to eligible students during prenatal and postpartum bed rest periods.</p> <p>Population: Special Education Students</p> <p>Timeline: Aug 2017-June 2018 CNA pg #8</p>	3, 10	Principal, Asst. Principal, Counselors, Homebound, Home Instruction, Campus Teachers	<p>Formative: Benchmark Scores Student Progress Reports</p> <p>Summative: STAAR scores, Attendance Rates, Increase Graduation Rate</p>				
Funding Sources: 166 State Special Ed. - \$1,000.00							

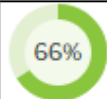
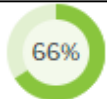




 = Accomplished  = Continue/Modify  = No Progress  = Discontinue







Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens

Performance Objective 6: The District will provide all students with skills necessary to be competitive in the job market by developing flexible curricula responsive to emerging and/or high demand technical careers. A minimum of 90% of our Career and Technical Education students will meet academic performance standards. (Board Goal #1)

Evaluation Data Source(s) 6: Program of study, enrollment of students in CTE courses, EOC/TAKS scores, List of student certifications

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) CTE students will be given the opportunity to participate in community field trips to reinforce curriculum through real life experiences and presentations from community members from outside agencies.</p> <p>Population: CTE Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At-Risk, Pre-AP, AP Students</p> <p>Timeline: 1 field trip per semester</p>		CTE Teachers, CTE Administrator, Principal, Department Head	<p>Formative: Lesson plans, observations</p> <p>Summative: CTE certifications, Attendance Rate, Graduation Rate, Dropout Rate</p>				
<p>2) Students will be given the opportunity to obtain career related industry certifications through course work.</p> <p>Population: CTE Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At-Risk, Pre-AP, AP Students</p> <p>Timeline: August 2017- June 2018 (as courses are completed by students)</p>		Career Placement Officer, Counselor, CTE Teachers, CTE Administrator, Principals	<p>Formative: Lesson Plans, Progress Reports, Walk-through, Observations</p> <p>Summative: Student Certifications acquired, Graduation Rate, Dropout Rate, Attendance Rate</p>				
<p>3) Students will be recognized for career & technical academic achievements.</p> <p>Population: CTE Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At-Risk, Pre-AP, AP Students</p> <p>Timeline: 2nd semester District CTE Award Night</p>		CTE Teachers, CTE Administrator, Principal, Department Head	<p>Formative: Lesson Plans, Progress Reports, Walk-throughs Observations</p> <p>Summative: Student Certifications acquired, Graduation Rate, Dropout Rate, Attendance Rate</p>				

<p>4) CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning. Population: CTE students Timeline: August 2017 - July 2018</p>		<p>CTE Teachers, CTE Administrator, Principal, Department Head</p>	<p>Formative: Lesson Plans, Progress Reports, Walk-throughs Observations Summative: Student Certifications acquired, Graduation Rate, Dropout Rate, Attendance Rate</p>				
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Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 1: Students in the art program at Lincoln Park will develop critical thinking and multi-tasking skills, creativity and teamwork.

Evaluation Data Source(s) 1: Participate in at least one of the district's or community art or multimedia competitions.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Students in the art program at Lincoln Park will participate in at least one of the district's or community art or multimedia competitions.		Art Teacher and Administration	Art Projects, Competition Entry Applications, Increased attendance				
Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students	Funding Sources: 162 State Compensatory - \$140.00						
Timeline: Dec 2017-June 2018							
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Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.



Performance Objective 1: Lincoln Park will implement prevention and intervention strategies that will support reducing the dropout rate to less than 1% in Middle School, increase the High School Completion Rate to 95%, and increase the Graduation Rate to 75%.

Evaluation Data Source(s) 1: PEIMS Attendance Reports, STAAR/EOC Scores, Graduation Rates, Dropout Rates

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) Provide HS/MS district nurses information brochures and pamphlets on prenatal and postpartum healthcare issues for eligible pregnant and parenting students in order to improve at-risk student attendance and reduce the dropout rate.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: Aug 2017-Oct 2017 CNA pg # 14 & 15</p>		Office of Pregnancy Related Services at Lincoln Park School	<p>Formative: Student Enrollment at Lincoln Park and in the PRS Expansion Program</p> <p>Summative: Graduation Rates, Dropout Rates, Attendance Rates, STAAR/ EOC scores</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) LVN will provide prenatal screening and medical support to Lincoln Park students in order to improve attendance, academic achievement, and reduce the dropout rate.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: Aug 2017-June 2018 CNA pg # 14</p>		Campus Administration, Administrator for State Comp Education, Special Programs Administration, BISD Health Services, School Nurse	<p>Formative: Campus Medical Records, Nurse sign-in sheets, Credit Count, Transcripts</p> <p>Summative: STARR Scores, Attendance Rate, Retention Rates, Graduation Rates, Completion Rates</p>				
<p>Funding Sources: 162 State Compensatory - \$500.00</p>							

<p>3) PRS teachers will provide Compensatory Education Home Instruction (CEHI) academic services to eligible students during prenatal and postpartum bed rest periods in order to improve student achievement, attendance and reduce the dropout rate.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: Aug 2017-June 2018 CNA pg # 8, 14 &17</p>	2, 3, 10	<p>Campus Administration, State Comp Administration, Special Programs Administration, CEHI Teachers, and Administrator for State Compensatory Education</p>	<p>Formative: CEHI/PRS Student Contact Logs, CEHI/PRS Mileage</p> <p>Summative: STARR Scores, Attendance Rate, Retention Rate, Graduation Rate, Completion Rate</p>			
Funding Sources: 162 State Compensatory - \$3,950.00						
<p>4) Provide small group tutorial sessions Monday thru Friday and Saturdays as needed for migrant students to work on assignments, regain credits, complete projects and obtain tutorial assistance for class work for Priority For Service (PFS) students who have failed one or more sections of the TAKS/EOC</p> <p>Population: Migrant Students</p> <p>Timeline: Monday-Thursday every week until the end of the school year CNA pg # 14</p>		<p>Principal, Assistant Principal, and Counselors, Teachers, Home Campus, Migrant Teacher</p>	<p>Formative: Progress reports, tutorial logs, report cards, observations</p> <p>Summative: STAAR Scores, Attendance Rate, Retention Rate, Graduation Rate, Completion Rate</p>			
<p>5) Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: Identification of at-risk students via state and local criteria, Graduation Rate, Completion Rate, and Dropout Rate, Survivor Manual, Graduation Cohorts, Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance</p> <p>Population: Elementary, Middle and High School AR Students</p> <p>Timeline: August 1, 2017 - June 5, 2018 CNA # 16</p>	4	<p>Principal, Assistant Principal, Area Assistant Superintendent, Administrator for State Compensatory Education, Administrator for Special Programs.</p>	<p>Formative: Progress reports, 6 weeks grades</p> <p>Summative: Graduation Rates, Dropout Rates, STAAR/EOC scores, Attendance Rates</p>			

<p>6) A food pantry and clothes closet will be implemented at the campus to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: Elementary, Middle and High School AR Students</p> <p>Timeline: July 1, 2017 - June 30, 2018 (As needed)</p>	<p>Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: ERO Session Evaluation Report, ERO Session, Attendance Report, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchool PLUS, Special Programs Report, eSchool PLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: STAAR, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate</p>			
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  = No Progress
  = Discontinue

Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.

Performance Objective 2: The Lincoln Park Day Care is state certified for full day service and accepts student's infants from birth to the end of their 17th month.

Evaluation Data Source(s) 2: STAAR Scores, Drop Out Rate, Attendance Rate

Summative Evaluation 2:



Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) Our day care is a Texas Rising Star 4 Star Provider which has the latest in educational materials, equipment and facilities in Infant Development. This service helps our students to focus in their academics and accelerate their graduation.</p> <p>Population: Day Care services At-Risk students</p> <p>Timeline: Aug 2017-June 2018</p>		Day Care Coordinator and Day Care Aides	Formative: Classroom Observations & Walkthroughs, Lesson Plans				
			Summative: Graduation Rates, Dropout Rates, STAAR scores, Attendance Rates				
			Funding Sources: 199 Local funds - \$6,800.00, 162 State Compensatory - \$98,226.00				
<p>Critical Success Factors CSF 5</p> <p>2) Lincoln Park Day Care will conduct the entrance day care interview with parents (student) at registration and will coordinate with the outside daycares and CCMS to ensure a smooth transition for children who are going into a public school.</p> <p>Population: At-Risk Students</p> <p>Timeline: On going (upon registration) CNA pg # 8</p>		Day Care Coordinator and Day Care Aides	Formative: Daily Attendance, Progress Reports , Registration Packets				
			Summative: Graduation Rates, Dropout Rates, STAAR scores, Attendance Rates				
			Funding Sources: 199 Local funds - \$500.00				
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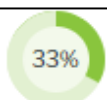
Goal 4: By improving attendance, students will be encouraged and challenged to meet their full educational potential.

Performance Objective 1: Percent of students meeting state graduating requirements, applying for college and financial aid will increase to 95%. The percent of students taking the SAT/ACT/TSI will increase by 10% and the percent of students at or above the criterion will increase by 10%. The percent of students taking the SAT/ACT/TSI will increase by 50% and the percent of students at or above the criterion will increase by 40%.

Evaluation Data Source(s) 1: STAAR/TAKS Scores, Graduation Rate, Completion Rate, Drop Out Rate, Apply Texas Applications, FAFSA Applications, Scholarship Applications

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) All students will be Provided Career Counseling/ Work Force Readiness; with available career resources, career contact presentation & support student career pathways depending on curriculum availability. *TSTC/ TSC field trip</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: Sept 2017-May 2018 CNA pg #14</p>	9	Counselors	<p>Formative: student job applications completed, resumes, Progress reports</p> <p>Summative: Graduation Rate, Dropout Rate, Attendance Rate</p>				

<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) All students will be provided Advanced Post Secondary Readiness: (College and or Vocational Field); assist with selection of a college/ vocational school of choice. Fill out applications, college essays, and requirements. Meet all deadlines, prepare students for college entrance exam (SAT/ACT/TSI). Administrator the Texas Success Initiative Exam on campus. Complete financial aid application (FAFSA)/ search and complete scholarship applicable for individual students. *University Day Field Trip</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At-Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: Jan 2017-May 2018 CNA pg #14</p>		LP Counselors	<p>Formative: Walk-through observations, progress reports</p> <p>Summative: TSI scores, Graduation Rate, Attendance Rate, Dropout Rate</p>			
<p>Funding Sources: 162 State Compensatory - \$300.00</p>						
<p>Critical Success Factors CSF 6</p> <p>3) All students will be provided a Guidance Intervention Program focused on health, wellness and responsible behavior: which will include practices of a safe drug free and supportive environment, anti bullying, and planning/goal setting through Individual and Group Counseling.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: Sept. 2017-May 2018 CNA pg # 10</p>		Counselors	<p>Formative: Progress Reports, 6 weeks grades</p> <p>Summative: Graduation Rate, Attendance Rate, Dropout Rate</p>			
<p>Funding Sources: 162 State Compensatory - \$68,714.00</p>						
<p>4) Strategies to attract high-quality teachers to high needs schools will include paying stipends for attainment of a Master's Degree, stipends for math, science and social studies, free health insurance.</p> <p>Population: All teachers</p> <p>Timeline: August 2017- May 2018</p>		Administration, Administrator for State Compensatory	<p>Formative: Winocular list</p> <p>Summative: STAAR/ EOC Scores, Graduation Rate, Attendance Rate, Dropout Rate</p>			






Goal 4: By improving attendance, students will be encouraged and challenged to meet their full educational potential.

Performance Objective 2: Increase student attendance rate to 95% to ensure that all students meet their full educational potential.

Evaluation Data Source(s) 2: PEIMS Report, PRS attendance logs

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Parent Liaison will make daily calls to all students that are absent. After 2 consecutive absences or upon teacher request, the Parent Liaison will make a home visit. The findings will be reported to all scheduled teachers and support staff.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: Year round (Ongoing as it is necessary) CNA pg # 8</p>	6	Parent Liaison, Teachers, Counselor, Nurse, Administration, and Administrator for State Compensatory Education	<p>Formative: daily attendance report and progress reports</p> <p>Summative: Attendance Rate, Graduation Rate, Dropout Rate</p>				
<p>Funding Sources: 162 State Compensatory - \$700.00</p>							
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>2) The principal will hold a conference with students having excessive absences. If the problem continues a second conference will include parent, spouse or guardian.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: Year round (Ongoing as it is necessary) CNA pg #10</p>		Principal, Parent Liaison, Teachers	<p>Formative: Attendance logs, parent conferences, negative student status reports</p> <p>Summative: Attendance rates, Graduation Rates, Dropout Rates</p>				

<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Reward students for improved attendance with popcorn, movie, and spa day. Students also receive points on their advisory card that can be redeemed for baby products.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: At the end of every 2 weeks CNA pg # 8</p>		Principal, Teachers	<p>Formative: Attendance logs, weekly sign-in sheet</p> <p>Summative: Attendance percentage, Graduation Rate, STAAR/ EOC , TELPAS Scores</p>				
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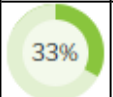






Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 1: Lincoln Park School will provide a learning environment that is emotionally; physically safe for all students and that fosters independence, integrity, confidence, self-control, kindness, and responsibility in order to increase student success.

Evaluation Data Source(s) 1: Counselor's, Social Worker's and Nurse's documentation, CPS referrals

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Lincoln Park Administration will conduct a fall and spring assembly for all students on the topic of discipline and student expectations.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: One assembly per semester CNA pg # 10</p>		Principal Assistant Principal Counselor	<p>Formative: Discipline Reports, Daily Attendance</p> <p>Summative: STAAR SCORES, Attendance Rates, Graduation Rates, Dropout Rates</p>				
<p>Critical Success Factors CSF 6</p> <p>2) All LP Staff will provide effective interventions for incident reports and student outcries and concerns.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: On going; as needed CNA pg # 10</p>		Principal, Assistant Principal, Counselor, and Teachers	<p>Formative: Daily Attendance, Incident Reports</p> <p>Summative: STAAR SCORES, Attendance Rates, Graduation Rates, Dropout Rates</p>				





<p>Critical Success Factors CSF 6</p> <p>3) Counselor and Nurse will conduct assemblies on the following topics: Dating Teen Violence and Child Abuse, alcohol and drug use among students.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: 2 presentations per semester CNA pg # 10</p>	<p>Principal, Assistant Principal, Counselor, Nurse</p>	<p>Formative: Daily Attendance, Incident Reports, Discipline Reports</p> <p>Summative: STAAR SCORES, Attendance Rates, Graduation Rates, Dropout Rate</p>				
<p>Critical Success Factors CSF 6</p> <p>4) Administration and custodial staff will ensure that the campus is safe and well kept in order to provide a learning environment that is emotionally and physically safe for the students.</p> <p>Timeline: Ongoing</p>	<p>Principal, Assistant Principal, Area Assistant Superintendent, Teachers, Custodial Staff</p>	<p>Formative: Decrease in injury reports, improved attendance</p> <p>Summative: STAAR SCORES, Attendance Rates, Graduation Rates, Dropout Rate</p>				
<p>Funding Sources: 162 State Compensatory - \$85,785.00</p>						
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Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 2: Lincoln Park School will create a professional learning community by establishing professional development opportunities which will provide teachers with the knowledge and skills to enhance student's learning.

Evaluation Data Source(s) 2: STAAR/EOC /TAKS Results, Course Completion Rates, Graduation Rates

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 7</p> <p>1) All teachers and counselors will be afforded opportunities to attend training sessions and conferences in order to improve & impact student achievement.</p> <p>Population: All Teachers and Counselors</p> <p>Timeline: Sept 2017-May 2018 CNA pg # 16</p>		Administration, Dept. Chairs, Teachers, C&I Specialists	<p>Formative: Observations/ Walkthroughs, Student (MS) Progress Reports, Observations of Turn-around Trainings and implementation</p> <p>Summative: STAAR EOC Scores, Attendance Rate, Graduation Rate</p>				
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>2) Teachers, Counselor and Staff will attend in-district and out of district conferences/ in-services (eg. TACSAP, Texas Campaign on Teen Pregnancy, etc.) dealing with teen pregnancy issues in order to gain knowledge of new strategies to enhance learning and improve at-risk student achievement, attendance, and graduation rates.</p> <p>Population: Teachers, Counselors and Administrators of At-Risk Students</p> <p>Timeline: Jan 2018-March 2018 CNA pg # 16</p>		School Administration, PRS/CEHI Teachers, Campus Nurse, Social Worker, Daycare Director, Counselors, Administrator for State Compensatory Education	<p>Formative: Observations/ Walkthroughs, Student (MS) Progress Reports</p> <p>Summative: ERO transcript, Increased Graduation Rates, Attendance Rates</p>				
<p>Funding Sources: 162 State Compensatory - \$1,400.00</p>							


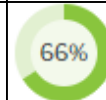




<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) To increase student achievement all teachers will be provided with professional development opportunities to assist with the integration of technology into their classrooms.</p> <p>Population: At-Risk students</p> <p>Timeline: Ongoing as they are provided by the district & campus CNA pg # 16</p>		<p>Teachers, Principal, Assistant Principal, TST</p>	<p>Formative: Increased STAAR scores, TELPAS scores, Attendance Rate, Graduation</p> <p>Summative: Lesson Plans, Walk-through and observations</p>			
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Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 3: School Administration will ensure that teachers, students and the entire school staff have the necessary resources to carry out daily school operations.

Evaluation Data Source(s) 3: STAAR/EOC Results, Course Completion Rates, Graduation Rates

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 3 CSF 7</p> <p>1) Campus administration will manage the instructional program and supervise operations at the campus level. Administration will provide instructional leadership to ensure that high standards of instructional service are provided by highly qualified teachers and directs the implementation of district policies and instructional programs.</p> <p>Population: At-Risk Students</p> <p>Timeline: August 2017-July 2018 CNA pg # 10 & 16</p>		<p>Campus Administration and Administrator for State Compensatory Education</p>	<p>Formative: Referral documentations, Daily Attendance, Walk-through observations</p> <p>Summative: STAAR Scores, Graduation Rate, Attendance Rate</p>				
<p>Funding Sources: 162 State Compensatory - \$806,876.00</p>							
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

Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.

Performance Objective 1: Work collaboratively with parents and the community to expand networking to grant underserved pregnant or parenting students increased support from family and community resources that will enrich family dynamics and broaden awareness about community resources in order to help them meet their academic goals and advance personal development.

Evaluation Data Source(s) 1: Student evaluations, Student contracts, Graduation Rate, Day Care Yearly Calendar

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Parent Liaison will conduct meetings with parents to communicate student progress and conduct home visits regarding attendance or academic issues.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP Students</p> <p>Timeline: August 2017- May 2018 CNA pg # 16</p>		Principal, Asst. Principal, Teachers, Counselor, Parent Liaison	<p>Formative: Daily Attendance, Progress Reports, Benchmarks</p> <p>Summative: STAAR Scores, Graduation Rate, Attendance Rate</p>				
Funding Sources: 162 State Compensatory - \$23,458.00							



<p>Critical Success Factors CSF 5</p> <p>2) Conduct the following annual Title I-A required activities; Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Title I-A Meeting to inform parents of the services provided through Title I funds, Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program</p> <p>Population: All parents and students registered at Lincoln Park Alternative High School</p> <p>Timeline: August 2017- November 2018</p>		<p>Administration and Parent Liaison</p>	<p>Formative: Parental Involvement Policy, Signed SPS Compact, Daily Attendance, Progress Reports, Benchmarks</p> <p>Summative: STAAR/ EOC Scores, Graduation Rate, Attendance Rate</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Provide parenting educational sessions in partnership with district/ community educators and organizations.</p> <p>Population: Parents and Students</p> <p>Timeline: August 2017-May 2018 CNA pg # 16</p>		<p>Teachers, Administration, Parent Liaison</p>	<p>Formative: Lesson Plans, and evaluations</p> <p>Summative: Graduation Rate, and Attendance Rate, STAAR/ EOC Scores</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							







Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.









Performance Objective 1: 90% of BISD Migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP).







Evaluation Data Source(s) 1: PBMAS Report

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: Campus Administration, Faculty and Staff</p> <p>Timeline: September 1, 2017 - May 29, 2018</p>		<p>Sp. Programs Administrator, Migrant Funded: Teachers, Campus Clerks, DMC, MSC</p>	Timely placement into Interventions				

<p>2) The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas:</p> <ul style="list-style-type: none"> * Graduation plans * Development of Individual Migrant Student Action Plans * Coordination for leadership opportunities * Monitoring of course completion for PFS students * Monitoring of late entry/ early withdrawals * Credit accrual opportunities * Provide timely information and assistance to migrant students and parents regarding on-time Graduation and post-secondary education * Conduct district initiatives for migrant students * Coordination Inter-state and intra-state (TMIP) activities * Coordination with UT Austin Migrant Graduation Enhancement Program * Assist with OSY Initiative * Assist with the monitoring of campus migrant staff <p>Population: Migrant Students & Migrant Parents</p> <p>Timeline: August 2017- June 2018</p>		<p>Special Programs Administrator, MSC, DMC</p>	<p>Increase on - time graduation and on-time promotion and decrease dropout rate PBMAS</p>			
<p>3) High school migrant students will have credit accrual opportunities through the University of Texas Austin Correspondence Courses and/ or Credit by Exams to ensure on time graduation.</p> <p>Population: HS Migrant Students</p> <p>Timeline: August 2017-July 2018</p>		<p>HS Principal, HS Counselor, DMC, HS Migrant Teachers, HS Migrant Campus Clerks, MSC, Computers</p>	<p>Increased number of earned credits and on-time graduation PBMAS</p>			
<p>4) Migrant students will have access to Paths to Scholarships Program in order to learn from guidance provided in writing a scholarship essay to meet multiple purposes; scholarships, college applications and the Writing for College Success workshop sponsored by Region I.</p> <p>Population: HS Migrant Students 11/12</p> <p>Timeline: As needed through June 19, 2018</p>		<p>MSC/DMC</p>	<p>Increased CAMP acceptances and scholarships awarded</p>			

<p>5) High School 9th graders and MS 8th graders will have the opportunity to attend a math workshop that will teach them the skills necessary to fully participate in the high school math classes. This workshop will furnish the migrant students with an opportunity to reinforce the skills necessary to successfully meet the challenges of the district's rigorous math classes.</p> <p>Population: 9th Grade PFS & Migrant Students; 8th Grade PFS</p> <p>Timeline: September 27, 2017</p>		<p>HS/ MS Migrant Teachers, HS / MS Campus Clerks, DMC/ MSC</p>	<p>Increased Algebra and EOC passing rates</p>			
<p>6) Graduating juniors and seniors will have the opportunity to attend the BISD annual Migrant College CAMP Symposium in order to visit with representatives and apply to the Texas Universities that offer the college Assistance Migrant Program (CAMP). Select group of Middle School students will attend as well</p> <p>Population: HS Migrant Students, 11th & 12th grade PFS MS students</p> <p>Timeline: October 29, 2017</p>		<p>HS Migrant Teachers, HS Migrant Campus Clerks, DMC/ MSC</p>	<p>Increased applications and acceptance into CAMP Increased interest in colleges by MS students</p>			
<p>7) Migrant Students recognized as Exemplary Migrant Students by the University of Texas at Austin will have the opportunity to attend the ceremony in order to enhance their self-esteem and experience the acknowledgement of their academic accomplishment.</p> <p>Population: HS Migrant Students</p> <p>Timeline: March 2018 - April 2018</p>		<p>HS Migrant Teachers, HS Migrant Campus Clerks, DMC/ MSC</p>	<p>Increased college enrollment</p>			
<p>8) High school migrant students will have access to the migrant secondary summer program for credit accrual and/or recovery in order to ensure secondary credit for on-time graduation.</p> <p>Population: High School Migrant Students 9th-12th</p> <p>Timeline: June 2018</p>		<p>HS Counselors, HS Migrant Teachers, HS Migrant Campus Clerks, DMC/ MSC</p>	<p>Increased on- time graduation and decreased dropout rates</p>			

<p>9) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment.</p> <p>Population: Elementary, MS and HS PFS Migrant Students</p> <p>Timeline: June 2018</p>		<p>MSC, Migrant Counselor, Migrant Clerks, Migrant Teachers</p>	<p>Increased STAARS Scores for PFS students</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						


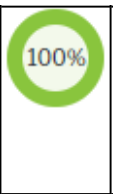
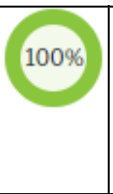
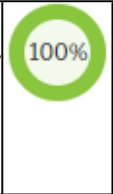
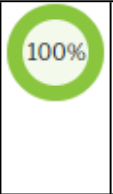
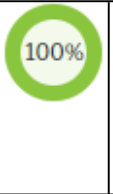
Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.

Performance Objective 1: BISD Annual Performance Objective: All schools will be at Advanced Tech level in all four key areas of the Star Chart. Campus Performance Objective: Our school will be at Advanced Tech level in all four key areas of the Star Chart.

Evaluation Data Source(s) 1: Increased passing rates in TAKS, STAAR, EOC, TELPAS, PBMAS. Purchasing Records

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Purchase instructional software/ related supplies to help meet students' needs, increase our STAAR/ EOC/ TAKS scores and provide accelerated instruction.</p> <p>Population: At-Risk Students</p> <p>Timeline: January 2018 CNA pg # 17</p>		Principal, TST, Administrator for State Compensatory Education	<p>Formative: Lesson Plans, walk-through, number of college applications submitted.</p> <p>Summative: STAAR/EOC scores, TELPAS scores, Graduation Rate</p>				
<p>Critical Success Factors CSF 5</p> <p>2) TST will maintain and update campus website to provide updated, current and timely information for students, parents and staff as well as the community.</p> <p>Population: At-Risk Students</p> <p>Timeline: January 2018 CNA pg # 17</p>		TST Teacher	<p>Formative: Weekly Newsletter, Progress Reports</p> <p>Summative: STAAR/ EOC Scores, TELPAS scores, Graduation Rate, Attendance Rate</p>				

<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) Teachers will integrate technology TEKS by utilizing hardware such as computers, laptops, document cameras, printers, projectors, Smart Boards, calculators, ceiling mountings, multimedia projectors, Mobi Pads, electronic dictionaries, video players, and the TI-Nspire Navigation System used for Math to improve student achievement.</p> <p>Population: At Risk Students</p> <p>Timeline: December 2018 CNA pg # 15</p>	<p>All Teachers, Principal, Assistant Principal, TST, Administrator for State Compensatory Education</p>	<p>Formative: Classroom Observations, Walk-throughs</p> <p>Summative: STAAR/ EOC/ TAKS scores, Graduation Rate, Attendance Rate</p>				
<p>Funding Sources: 162 State Compensatory - \$4,382.00</p>						
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Compass and A+ software will be provided to students as accelerated instruction.</p> <p>Population: At Risk Students</p> <p>Timeline: August 2017 CNA pg # 8</p>	<p>Administration, Teachers, and Administrator for State Compensatory Education</p>	<p>Formative: Credit acquisition, Students' Progress Reports, Classroom, A+ and Compass Progress Reports, observations,</p> <p>Summative: Graduation Rates, STAAR/ EOC/ TAKS scores, Attendance Rate</p>				
<p>Funding Sources: 162 State Compensatory - \$7,513.00</p>						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>5) Purchase of internet cables, svga cables, ink cartridges/ id machine ink cartridges for all teachers/ library needs. Printing materials for testing, benchmarks and instructional material as needed.</p> <p>Population: At Risk Students</p> <p>Timeline: August 2017 and January 2018 CNA pg# 17</p>	<p>Administration, Teachers, Special Ed Teachers and Administrator for State Compensatory Education</p>	<p>Formative: Classroom observations, daily attendance rate, progress reports</p> <p>Summative: STAAR/ EOC/ TAKS scores, attendance rate, graduation rate</p>				
<p>Funding Sources: 162 State Compensatory - \$1,500.00, 166 State Special Ed. - \$996.00</p>						

<p>Critical Success Factors CSF 4</p> <p>6) Purchase and upgrade computers, laptop, software, ink supplies for all technology needs such as internet cables, Svga cables, USB, air cleaning sprays and other items as needed for office department.</p> <p>Population: At-Risk students</p> <p>Timeline: December 2017 - March 2018</p> <p>CNA pg # 17</p>	Administration, Teachers, Administrator for State Compensatory Education, and TST	Formative: Credit acquisition, Student Progress Reports, daily attendance rate				
		Summative: Graduation Rates, STAAR Scores, Attendance Rate				
Funding Sources: 162 State Compensatory - \$3,510.00						



Goal 9: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2) DEIC added 12-6-2017

Performance Objective 1: The campus will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

Evaluation Data Source(s) 1: New Energy Plan adopted by district, updated Five-year facilities renovation plan

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) All school personnel will ensure that all computers and other electronic devices are shut down at the end of the day.</p> <p>Timeline: December 2017- June 2018</p> <p>Need: Board approved goal priority</p> <p>[DEIC added 12-6-2017]</p>		All school personnel	<p>Decreased energy usage.</p> <p>Formative: Monthly comparison of energy usage</p> <p>Summative: Annual comparison of energy usage.</p>				
<p>Critical Success Factors CSF 6</p> <p>2) Work orders will be created to request renovation/upgrades/improvement of the school based on safety.</p> <p>Timeline: December 2017-June 2018</p> <p>Need: Board approved goal priority</p> <p>[DEIC added 12-6-2017]</p>		Campus administration, custodians, and facilities and maintenance staff	<p>Formative: Work orders</p> <p>Summative: Evaluation/analysis of data at the end of the school year.</p>				

= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 10: The District will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers. (Board Goal 3) [DEIC added 12-6-2017]

Performance Objective 1: The campus will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students. (Board Goal 3) [DEIC added 12-6-2017]

Evaluation Data Source(s) 1: Fiscal reports for district, internal and external audit reports and FIRST ratings. [DEIC added 12-6-2017]

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Administration in conjunction with the SBDM committee will ensure that all school funds are allocated on resources that promote the success of every student on the campus.</p> <p>Timeline: August 2017- June 2018</p>	10	Administration, Secretary, SBDM committee	Increased student achievement				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 10: The District will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers. (Board Goal 3) [DEIC added 12-6-2017]

Performance Objective 2: The school will commit to establishing a culture that fosters continued support and learning opportunities for 100% of the teachers. (Board Goal 3) [DEIC added 12-6-2017]

Evaluation Data Source(s) 2: Compensation plan including improved funding for teachers. [DEIC added 12-6-2017]

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Administration will recognize teachers by providing a certificate and snack for following through with school initiatives.</p> <p>Timeline: December 2017- June 2018</p>	2	Administration	Recruitment of Teachers, Teacher turn-over rate				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>2) School will celebrate employee of the month by providing a monthly luncheon to celebrate their accomplishments.</p> <p>Timeline: December 2017-June 2018</p>		Administration and Teachers	Recruitment of Teachers and teacher turn-over rate				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 11: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4) [DEIC added 12-6-2017]

Performance Objective 1: The campus will provide the BISD Public Information Office with feature articles, student recognitions, co-/extra-curricular activities, and parent/community events. (Board Goal 4)

Evaluation Data Source(s) 1: Media records with Public Information Office, school programs/invitations/flyers

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) The school will promote the history and origins of the school along with current accomplishments of the campus through the campus website.</p>		Administration and campus TST	Increase community awareness of school accelerated program, day care facilities and career and technical certifications that are offered at the campus.				
<p>Critical Success Factors CSF 5</p> <p>2) The campus TST will email the district's PIO with feature articles, current and prior students/parents/staff recognition, and parent and community events to promote the campus.</p>	2, 3	Administration, Teachers, and campus TST	Increase community awareness of events and accomplishments.				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	All teachers will incorporate reading and writing tasks in their respective subjects to support students' writing development (Reading/Writing Across the Curriculum). All students will have access to instructional resources and computer assisted instruction that reinforces implementation of the curriculum and ELAR initiatives including but not limited to: PEG Writing APEX Edgenuity Writing Portfolios TLI Cognitive Routines/Strategies Inclusion (co-teach) Model EduSmart Tango Software Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At-Risk, Pre-AP, AP, CTE Students Timeline: August 2017-June 2018 everyday CNA pg# 11 & 15
1	1	2	ELA/ESL teachers will provide intensive data driven review classes or test preparation classes for STAAR/ EOC testers. Teachers will incorporate the use of linguistic accommodations, ELPS, TLI cognitive strategies (TLI sustainability) and differentiated instruction to ensure student success. Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Review Classes: August 2017-June 2018 CNA pg # 8
1	2	1	Implement effective data driven math curriculum (TLI sustainability) to target STAAR - EOC reporting categories according to the district's improvement plan strategies and actions to increase AYP (2.1) Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: Aug 2017- June 2018 CNA pg # 14
1	2	2	Primary testers and re-testers will be provided with review sessions during the school day, at least three weeks before taking the Math STAAR test for middle school, and the STAAR Algebra I EOC test. Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: Aug 2017 - June 2018 Review Sessions: Monday-Friday 4 weeks before the state assessments CNA pg# 8
1	4	1	Implement a standard Social Studies based curriculum that will be achieved by: data analysis, Sheltered Instruction (Focus on Reading Strategies) Vocabulary Enrichment A+ Textbook integration ESL Strategies (Cognates) Reading & writing strategies /(prediction, inference, summarizing, paraphrasing & researching) TLI Sustainability. Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: Aug 2017- May 2018 CNA pg # 14
1	5	1	1) Utilize the ARD process to place all special education students in the proper assessment and in the least restrictive environment. Provide appropriate transition planning for students with disabilities, including information regarding access to community services and agencies. Population: Special Education Students Timeline: Aug 2017- June 2018 CNA pg# 14 & 17
1	5	2	Provide SPED Homebound Instruction services to eligible students during prenatal and postpartum bed rest periods. Population: Special Education Students Timeline: Aug 2017-June 2018 CNA pg #8
8	1	4	Compass and A+ software will be provided to students as accelerated instruction. Population: At Risk Students Timeline: August 2017 CNA pg # 8

State Compensatory

Budget for Lincoln Park School :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-13-6112-00-127-Y-26-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$575.00
162-11-6118-00-127-Y-24-EOC-Y	6118 Extra Duty Stipend - Locally Defined	\$1,803.00
6100 Subtotal:		\$2,378.00
6200 Professional and Contracted Services		
162-11-6249-00-127-Y-26-000-Y	6249 Contracted Maintenance & Repair	\$111.00
162-11-6249-00-127-Y-26-APL-Y	6249 Contracted Maintenance & Repair	\$2,500.00
162-11-6249-00-127-Y-26-CMP-Y	6249 Contracted Maintenance & Repair	\$5,000.00
162-23-6249-00-127-Y-26-000-Y	6249 Contracted Maintenance & Repair	\$830.00
6200 Subtotal:		\$8,441.00
6300 Supplies and Services		
162-51-6315-00-127-Y-26-000-Y	6315 Supplies for Maintenance and/or Operations - Locally Defined	\$2,000.00
162-11-6329-00-127-Y-26-000-Y	6329 Reading Materials	\$1,000.00
162-11-6395-62-127-Y30-TEC-Y	6395 Supplies, DP Operations - Locally Defined	\$165.00
162-11-6396-00-127-Y-26-000-Y	6396 Supplies and Materials - Locally Defined	\$1,124.00
162-23-6396-00-127-Y-26-000-Y	6396 Supplies and Materials - Locally Defined	\$281.00
162-11-6398-00-127-Y-26-000-Y	6398 Computer Supplies/Software - Locally Defined	\$255.00
162-11-6399-00-127-Y-26-000-Y	6399 General Supplies	\$13,523.00
162-11-6399-62-127-Y-26-000-Y	6399 General Supplies	\$1,500.00
162-23-6399-00-127-Y-26-000-Y	6399 General Supplies	\$3,781.00
162-23-6399-16-127-Y-26-000-Y	6399 General Supplies	\$400.00

162-23-6399-65-127-Y-26-000-Y	6399 General Supplies	\$1,980.00
162-33-6399-00-127-Y-26-000-Y	6399 General Supplies	\$700.00
162-61-6399-00-127-Y-26-000-Y	6399 General Supplies	\$300.00
166-11-6399-00-127-Y-23-0P5-Y	6399 General Supplies	\$1,000.00
166-11-6399-62-127-Y-23-0P5-Y	6399 General Supplies	\$996.00
6300 Subtotal:		\$29,005.00
6400 Other Operating Costs		
166-11-6411-00-127-Y-23-0P5-Y	6410 Travel, Subsistence and Stipends	\$1,000.00
162-23-6411-00-127-Y-26-000-Y	6411 Employee Travel	\$315.00
162-31-6411-23-127-Y-26-000-Y	6411 Employee Travel	\$400.00
162-61-6411-00-127-Y-26-000-Y	6411 Employee Travel	\$1,125.00
162-11-6411-00-127-Y-26-000-Y	6411 Employee Travel	\$5,805.00
162-13-6411-00-127-Y-26-000-Y	6411 Employee Travel	\$100.00
162-13-6411-23-127-Y-26-000-Y	6411 Employee Travel	\$60.00
162-11-6494-00-127-Y-26-000-Y	6494 Reclassified Transportation Expenses	\$600.00
166-11-6498-00-127-Y-23-0P5-Y	6498 Athletic/PE Supplies - Locally Defined	\$450.00
6400 Subtotal:		\$9,855.00
6600 Capital Outlay Accounts		
162-11-6649-62-127-Y-26-000-Y	6649 Capital Assets - Locally Defined	\$3,575.00
162-11-6649-62-127-Y-30-TEC-Y	6649 Capital Assets - Locally Defined	\$2,385.00
6600 Subtotal:		\$5,960.00

Personnel for Lincoln Park School :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
ABETE, NORMA B.	DAY CARE DIRECTOR	STATE COMP	1.00
CAMPOS, GUADALUPE	HEAD CUSTODIAN	STATE COMP	1.00
CARRANZA, LAURA	DAY CARE AIDE	STATE COMP	1.00
CASTILLO, RODOLFO	TEACHER	STATE COMP	1.00
CRUZ, VERONICA	DATA ENTRY	STATE COMP	1.00
FARIAS, DELMA H.	PARENT LIAISON	PARENTAL INVOLVEMENT	1.00
GARCIA, ERICA	DAY CARE AIDE	STATE COMP	1.00
GARCIA, ROSALINDA T.	TEACHER	STATE COMP	1.00
GARZA, PAULA	DAY CARE AIDE	STATE COMP	1.00
GOVEA, DORYS	DAY CARE AIDE	STATE COMP	1.00
HALL, DAWN E.	PRINCIPAL	STATE COMP	1.00
HERNANDEZ, SERGIO	CUSTODIAN	STATE COMP	1.00
LEAL, NOEMI L.	SECRETARY V	STATE COMP	1.00
LONGORIA JR., RICARDO	TEACHER	STATE COMP	1.00
LUCIO, JESUS A.	TEACHER	STATE COMP	1.00
MENDOZA, ANA I.	TEACHER	STATE COMP	1.00
MUNIZ, JESUS P.	TEACHER	STATE COMP	1.00
NELSON, PATIENCE R.	TEACHER	STATE COMP	1.00
ORTIZ, LAURA C.	ASSISTANT PRINCIPAL	STATE COMP	1.00
SANCHEZ, MARCO A.	TEACHER	STATE COMP/ SPECIAL ED	1.00
WALL, JEROME P.	TEACHER	STATE COMP	1.00
WILSON, GEORGEANNA	TEACHER	STATE COMP	1.00
ZAMORA, ELISEO A.	COUNSELOR	STATE COMP	1.00

Title I

Schoolwide Program Plan

Lincoln Park Alternative High School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (p. 4-17) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments.

2: Schoolwide Reform Strategies

The staff will use the budgeted funds to implement school-wide reform strategies(1.1,1.2,1.3,1.4) that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans.

3: Instruction by highly qualified professional teachers


Highly-qualified teachers(4.3.1) will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

The school will provide access to high-quality ongoing professional development (4.2) throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. Trainings on *STAAR and EOC Connection in all areas will take place in the beginning of the year and throughout the year.*

5: Strategies to attract highly qualified teachers

Strategies to attract high-quality teachers to high needs schools (3.1.4) will include our school's participation in the District sponsored annual Teacher Fair, selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, recruiting teachers from Teach for America

programs, paying stipends for attainment of a Master's Degree, and pa  ying stipends for math, science and social studies.

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement (5.1) at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learn English, discipline management and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Regular parental involvement meetings will be held every semester regarding assessment requirements and relevant school initiatives addressing students' needs.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Plans for assisting preschool children in the transition from early childhood programs to elementary school programs (5.2) is provided through the Lincoln Park Day care. The day care facility provides age appropriate instruction. Progress in our day care is measured daily using the milestone program. Our day care is a Texas Rising Star 4 Star Provider which has the latest in educational materials, equipment and facilities in Infant Development. This service helps our students to focus in their academics and accelerate their graduation.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers will be included in decisions regarding the use and selection of academic assessments (1.1.3, 1.2.1, 1.3.1, 1.4.1) to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, PBMAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. (1.1.1, 1.1.3, 1.1.4, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 1.4.1, 1.5.1) All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. POWER TAKS and STAAR (end-of-course test) intensive review sessions will be offered to students prior to the testing windows to ensure that students needing further assistance to succeed in the state assessments are given adequate attention and assistance. Furthermore, incoming freshmen students will be schedule together as a group to allow teachers freedom and ease to conduct direct teaching as opposed to individualized mode of learning to ensure the freshmen's preparation to take and succeed in the STAAR tests.

10: Coordination and integration of federal, state and local services and programs

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with State Compensatory funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves.

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. One on one instruction is given by ESL certified teachers to English language learners using Sheltered Instruction Observation Protocol (SIOP) and Expediting Comprehension for English Language Learner (EXCELL) strategies. Furthermore, ESL students are scheduled together as a group so that direct instruction may also be provided to them by an ESL certified teacher.

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. Strategies include credit recovery, social services, alternative learning environments, and outreach nurse services.

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. *Special education students are integrated and included with regular students in the classrooms. Teachers are given documentation pertaining to modifications needed for them to succeed academically. The special education teacher and paraprofessional go into the classrooms to aid special education students.*

Site-Based Decision Making Committee

Committee Role	Name	Position
Meeting Facilitator	Laura Ortiz	Assistant Principal
Classroom Teacher	GeorgeAna Wilson	Science Teacher
Classroom Teacher	Jerome Wall	English Teacher
Paraprofessional	Noemi Leal	Secretary
Classroom Teacher	Veronica Hernandez	CTE Teacher
Classroom Teacher	Jesus Muniz	Home Instruction Teacher
Administrator	Dawn Hall	Principal
District-level Professional	Juan Mendoza	Curriculum Specialist
Parent	Maribel Robledo	Parent
Business Representative	Cassandra Cisneros	Business Representative
Community Representative	Dr. Vejoya	UTRGV Professor
Business Representative	Nicolas Mendoza	Business Representative
Community Representative	Rodolfo Cisneros	Community Member
Non-classroom Professional	Norma Abete	Day Care Director

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Food and refreshments	199-61-6499-53-127-Y-26-094-Y	\$1,500.00
3	2	1	Ink, office supplies, cables	199-61-6399-65-127-Y-26-094-Y	\$700.00
3	2	1	Awards to recognize student achievements	199-61-6498-00-127-Y-26-094-Y	\$300.00
3	2	1	Educational materials, cleaning supplies, outdoor equipment, general/ office supplies, staff training, license, renewal fee, background & fingerprinting fees, Annual Fire Inspection Fee, etc.	199-61-6399-00-127-Y-26-094-Y	\$4,300.00
3	2	2	Operating Costs - Fees	199-61-6497-00-127-Y-26-094-Y	\$300.00
3	2	2	mileage, conference fees, meals, reimbursements	199-61-6411-23-127-Y-26-094-Y	\$200.00
Sub-Total					\$7,300.00
Budgeted Fund Source Amount					\$7,300.00
+/- Difference					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	162-11-6399-00-127-Y-26-000-Y	\$188.00
1	1	3	Extra Duty Pay	162-11-6118-00-127-Y-30-EOC-Y	\$1,423.00
1	1	3	Transportation	162-11-6494-00-127-Y-26-000-Y	\$300.00
1	1	3	Extra Duty Pay	162-11-6118-00-127-Y-30-000-Y	\$576.00
1	2	2	Inst. supplies: pens, pencils, graph paper, notebooks, composition books, etc.	162-11-6399-00-127-Y-26-000-Y	\$615.00
1	3	1	Inst. Supplies: Composition books, spiral notebooks, pencils, etc.	162-11-6399-00-127-Y-26-000-Y	\$405.00
1	4	2	Pencils, chart tablets, political maps, Resources from Teacher Created Materials	162-11-6399-00-127-Y-26-000-Y	\$255.00
2	1	1	general supplies	162-11-6399-00-127-Y-26-000-Y	\$140.00
3	1	2	Medical Supplies, Registration Consumables	162-33-6399-00-127-Y-26-000-Y	\$500.00
3	1	3	employee travel mileage	162-11-6411-00-127-Y-26-000-Y	\$3,740.00

3	1	3	Inst. supplies: prenatal pamphlets, notebooks, pencils, pens, etc.	162-11-6399-00-127-Y-26-000-Y	\$210.00
3	2	1	Professional Salary	162-11-6129-89-127-Y-26-0K0	\$55,590.00
3	2	1	Salary for Support Personnel	162-11-6129-89-127-Y-26-0K0	\$42,636.00
4	1	2	Transportation	162-11-6494-00-127-Y-26-000Y	\$300.00
4	1	3	Professional Salary	162-31-6119-89-127-Y-26-000-Y	\$68,714.00
4	2	1	Employee Travel	162-61-6411-00-127-Y-26-000-Y	\$700.00
5	1	4	School Maintenance Supplies	162-51-6315-00-127-Y-26-000-Y	\$1,200.00
5	1	4	Salary for Support Personnel	162-51-6129-43-127-Y-26-000-Y	\$84,585.00
5	2	2	mileage, conference fees, meals, hotel accommodations reimbursement	162-13-6411-23-127-Y-26-000-Y	\$500.00
5	2	2	mileage reimbursement (In-District)	162-23-6411-00-127-Y-26-000-Y	\$300.00
5	2	2	mileage, conference fees, reimbursement	162-31-6411-23-127-Y-26-000-Y	\$200.00
5	2	2	mileage, conference fees (In District)	162-13-6411-00-127-Y-26-000-Y	\$100.00
5	2	2	mileage reimbursement (Out of District)	162-23-6411-23-127-Y-26-000-Y	\$300.00
5	3	1	Supplies for office and registration packets: pens, folders, binders, etc.	162-23-6399-00-127-Y-26-000-Y	\$1,149.00
5	3	1	Printing (Media Services)	162-23-6399-16-127-Y-26-000-Y	\$400.00
5	3	1	Substitute Pay	162-11-6112-18-127-Y-26-000-Y	\$575.00
5	3	1	Professional Salary (Administration)	162-23-6119-89-127-Y-26-000-Y	\$165,866.00
5	3	1	Professional Salary (Teachers)	162-11-6119-89-127-Y-26-000-Y	\$560,497.00
5	3	1	Salary for support Personnel (Office)	162-23-6129-08-127-Y-26-000-Y	\$77,981.00
5	3	1	Office supplies/contracted maintenance	162-23-6249-65-127-Y-26-000-Y	\$408.00
6	1	1	Food and refreshments for parent meetings.	162-61-6499-53-127-Y-30-WTF-Y	\$150.00
6	1	1	Supplies for parent meetings.	162-61-6399-00-127-Y-30-WTF-Y	\$150.00
6	1	1	Salary for Support Personnel	162-61-6129-00-127-00-Y-000-Y	\$23,158.00
8	1	3	Capital Assets	162-11-6649-62-127-Y-26-000-Y	\$3,575.00
8	1	3	Software	162-11-6395-62-127-Y-26-000-Y	\$423.00
8	1	3	Printers	162-11-6398-62-127-Y-26-000-Y	\$384.00

8	1	4	A+ Software & Compass Software Renewal	162-11-6249-00-127-Y-26-000-Y	\$7,513.00
8	1	5	Ink cartridges, internet cables, etc.	162-11-6399-62-127-Y-26-000-Y	\$1,500.00
8	1	6	Ink cartridges, internet cables, etc.	162-23-6399-65-127-Y-26-000-Y	\$960.00
8	1	6	Desktop Computers	162-11-6649-62-127-Y-30-TEC-Y	\$2,385.00
8	1	6	Software	162-11-6395-62-127-Y-30-TEC-Y	\$165.00
Sub-Total					\$1,110,716.00
Budgeted Fund Source Amount					\$1,110,716.00
+/- Difference					\$0
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	instructional supplies for students, TI-Calculators, workbooks, binders, highlighters, pencils, etc.	166-11-6399-00-127-Y-23-0P5-Y	\$3,554.00
1	5	1	incentives, awards for students	166-11-6498-00-127-Y-23-0P5-Y	\$450.00
1	5	2	employee travel	166-11-6411-00-127-Y-23-0P5-Y	\$1,000.00
8	1	5	Ink cartridges, etc.	166-11-6399-62-127-Y-23-0P5-Y	\$996.00
Sub-Total					\$6,000.00
Budgeted Fund Source Amount					\$6,000.00
+/- Difference					\$0
Grand Total					\$1,124,016.00