

Brownsville Independent School District

Lincoln Park School

2019-2020 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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Comprehensive Needs Assessment

Needs Assessment Overview

2018-2019 Lincoln Park CNA: Parent/Teacher/Student

2018-2019 End of Course Results

Demographics

Demographics Summary

Lincoln Park High School serves approximately 200 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. Approximately 29% of our students are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, 10% of our students are in the special education or 504 program and approximately 3% are migrant students. 20% of our student population is also considered "homeless". The attendance rate for the school year was 71.5% and 90% of the high school seniors enrolled at Lincoln Park graduated. Lincoln Park also has a daycare on-site that provides day care services to 20 infants from 6 weeks of age to 17 months.

Demographics Strengths

Experienced teaching staff (98% 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

5 out of 16 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.

NEEDS:

ESL students are struggling with basic language skills and can not achieve a passing score on the End-of-Course assessments.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A full time science certified teacher is needed. **Root Cause:** Students were unable to make progress in science class due to personnel issue.

Problem Statement 2: ESL students are struggling with basic language skills and can not achieve a passing score on the End-of-Course assessments. **Root Cause:** Teachers need to incorporate ESL strategies into their lesson planning. In addition, teachers (ELA) need to become ESL certified.

Student Academic Achievement

Student Academic Achievement Summary

Lincoln Park teachers provide pull out sessions at least 6 weeks

End-of-Course All Students Spring 2018:

ENG I: 21%

ENG II: 38%

ALG: 100%

BIO: 53%

US HIST:67%

Student Academic Achievement Strengths

1. 53 students graduated during the 2018-2019 school year.
2. Data is used to drive instruction and monitor student progress.
3. EOC Pullouts are implemented at least 6 weeks before the testing date.
4. Post partum home instruction is provided for 6 weeks to ensure continuous learning focusing on EOC classes.
5. Self-paced, computer instructional modules through Edgenuity are 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. Vocational Institutions, Universities and Colleges are invited throughout the school year to ensure that students have every opportunity to further their education upon graduation.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Low Scores on End-of-Course state exams. **Root Cause:** Student and staff high absenteeism rates prevent them from receiving the necessary instruction needed to pass the EOC tests.

School Processes & Programs

School Processes & Programs Summary

Lincoln Park High School is a small campus focused on providing individualized accelerated instruction to pregnant and parenting students. Teachers that work at Lincoln Park High School enjoy the challenge of assisting highly at-risk students complete their high school education.

School Processes & Programs 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.

Perceptions

Perceptions Summary

Lincoln Park School seeks to provide pregnant teens and teen parents with the academic and supportive services required to fulfill aspirations for completing high school. Lincoln Park School accepts students from all Brownsville high schools and middle schools.

High school students have the benefit of completing their high school requirements through a self-paced, individualized accelerated curriculum that can speed up the accumulation of credits required for graduation. S.T.A.R.S., A+, and Odyssey Compass Learning are the programs that are used for credit acceleration.

The program also offers pregnancy related services to assist with the immediate needs they face and special courses in parenting skills, health education and a variety of other elective courses. In order to produce responsible, well-rounded graduates, Lincoln Park High School faculty and staff strive to provide opportunities for students to develop academically and socially, think independently, and communicate effectively making student achievement our primary focus.

Perceptions Strengths

Lincoln Park High School strives at helping highly at-risk students graduate despite the many obstacles they face as young mothers.

- The school counselor has an open door policy and meets with students and parents and directs them to the appropriate local agencies to seek further assistance.
- The school's LVN provides guidance, support, and tracks the health care of all of our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Lincoln Park's enrollment has been decreasing over the years. **Root Cause:** Many students are deciding to stay at their traditional high schools due to the stigma associated with receiving a diploma from Lincoln Park (teen pregnancy program).

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

Employee Data

- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other 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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 1: BISD student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.

Evaluation Data Source(s) 1: STAAR/EOC performance reports

Summative Evaluation 1:





Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>1) 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>Timeline: August 2019-May 2020</p> <p>Population: All students</p> <p>CNA: Demographics #6, SA #7</p>		<p>ELA Department Chair, ESL and ELA teachers, School Administration</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>Funding Sources: 162 State Compensatory - 70.00</p>							
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>2) 1) Implement effective data driven math curriculum to target STAAR - EOC reporting categories according to the district's improvement plan strategies and actions to increase AYP.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: Aug 2019- June 2020</p> <p>CNA: SA# 5</p>		<p>Math Teachers, Math Specialists, Principal, Assistant Principal, Counselor</p>	<p>Formative: Classroom Observations, Benchmark results, teacher made assessments.</p> <p>Summative: STAAR Scores, Attendance Rates, Graduation Rates, Increase passing rate in STAAR/ EOC exams, TELPAS</p>				
<p>Funding Sources: 162 State Compensatory - 70.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Improve low-performing schools</p> <p>3) 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 2019- June 2020</p> <p>CNA: Demographics # 6, SA #7</p>		School Administration, Science Teachers, , and Counselor	<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>				
Funding Sources: 162 State Compensatory - 375.00							
<p>TEA Priorities Improve low-performing schools</p> <p>4) 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 2019 - June 2020</p> <p>CNA: SA# 5</p>		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>				
Funding Sources: 162 State Compensatory - 55.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>5) Accelerated Instruction in the foundation curriculum will be provided to improve at-risk student achievement (Edgenuity Software). The Writing Project has been created to include reading fluency and both editing and revising practice and will be utilized each day in every classroom during 8th period . Additional resources and supplies will be purchased as needed to ensure student achievement.</p> <p>Population: At-Risk</p> <p>Timeline: September 2019-May 2020</p> <p>CNA: SA# 5</p>		Campus Administration	<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>TEA Priorities Improve low-performing schools</p> <p>6) 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 2019- June 2020</p> <p>CNA: SA# 5</p>		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>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>7) All Lincoln Park teachers will implement writing and reading across the curriculum for 20 minutes every day during the writing advisory period.</p> <p>Timeline: August 2019 to May of 2020</p> <p>Population: All Students</p> <p>CNA: SA# 5</p>	2.5, 2.6	Principal, Asst. Principal, Counselors, Home Instruction, Homebound, Campus Teachers	<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>				
<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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 2: BISD Career and Technical Education student participation will increase by 5 percentage points over 2018 including special population students and CCMR graduates will improve over prior year graduates.

Evaluation Data Source(s) 2: PBMAS reports, CTE enrollment PEIMS reports, CCMR reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Connect high school to career and college</p> <p>1) 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 2019-June 2020</p>		Career Placement Officer, Counselor, CTE Teachers, CTE Administrator, Campus Administration	<p>Formative: Lesson Plans, Progress Reports, Walk-through, Observations</p> <p>Summative: Student Certifications acquired, Graduation Rate, Dropout Rate, Attendance Rate</p>				
<p>2) CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning.</p> <p>Population: CTE students</p> <p>Timeline: August 2019 - July 2020</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>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>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 3: 80% of students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

Evaluation Data Source(s) 3: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>1) Primary testers and re-testers will be provided with review sessions during the school day at least three weeks before taking the STAAR test for middle school and the EOC tests for High School students.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: Aug 2019 - June 2020 Review Sessions: Monday-Friday 4 weeks before the state assessments</p> <p>CNA: SA #7</p>		Principal, Assistant Principal, Teachers, and Administrator for State Compensatory Education	<p>Formative: Classroom Observations, Benchmark Results, Progress Reports</p> <p>Summative: Increase passing rate in STAAR/EOC exams, TELPAS, and Graduation Rates</p>				

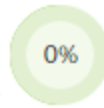
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>2) Implement a comprehensive data driven instruction in all tested areas that will incorporate: data analysis, Sheltered Instruction (Focus on Reading Strategies) Vocabulary Enrichment, ESL Strategies (Cognates) Reading & writing strategies /(prediction, inference, summarizing, paraphrasing & researching)</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: Aug 2019- May 2020</p>		Administration and Tested Area 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>				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: 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)

Performance Objective 1: All BISD facilities 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	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: August 2019- June 2020</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>2) Work orders will be created to request renovation/upgrades/improvement of the school based on safety.</p> <p>Timeline: August 2019-June 2020</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>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) 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. Timeline: Ongoing 2019-2020 CNA: SSP #8	2.5, 2.6	Principal, Assistant Principal, Area Assistant Superintendent, Teachers, Custodial Staff	Formative: Decrease in injury reports, improved attendance Summative: STAAR SCORES, Attendance Rates, Graduation Rates, Dropout Rate				
Funding Sources: 162 State Compensatory - 1709.00							

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 1: The District will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

Evaluation Data Source(s) 1: Fiscal reports for district, internal and external audit reports and FIRST ratings.

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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. Timeline: August 2019- June 2020		Administration, Secretary, SBDM committee	Increased student achievement				

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 2: Lincoln Park will commit to a balanced budget which includes improved compensation for 100% of teachers.

Evaluation Data Source(s) 2: Compensation plan including improved funding for teachers.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Lincoln Park teachers will be compensated for extra duty pay for activities such as EOC tutorials/enrichment classes that are conducted after school hours. Timeline: August 2019-May 2020 Population: All Students CNA: SA # 7		Administration	Formative: Progress Reports, 6 weeks grades Summative: Graduation Rate, Attendance Rate, Dropout Rate, EOC Scores				
Funding Sources: 162 State Compensatory - 924.00							
							


Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 3: The district and campuses will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Source(s) 3: Campus needs assessment surveys, district/campus climate surveys

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Administration will recognize teachers by providing a certificate and snack for following through with school initiatives. Timeline: August 2019- June 2020		Administration	Recruitment of Teachers, Teacher turn-over rate				
2) School will celebrate employee of the month/ birthdays by providing a monthly luncheon to celebrate their accomplishments. Timeline: August 2019-June 2020		Administration and Teachers	Recruitment of Teachers and teacher turn-over rate				



100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue


Goal 4: 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)

Performance Objective 1: All District program areas and campuses will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

Evaluation Data Source(s) 1: Media records with Public Information Office, enrollment data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The school will promote the history and origins of the school along with current accomplishments of the campus through the campus website. Timeline: August 2019-June 2020		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.				
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.		Administration, Teachers, and campus TST	Increase community awareness of events and accomplishments.				







100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue

Goal 4: 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)

Performance Objective 2: The District will continue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

Evaluation Data Source(s) 2: School calendar showing earlier start date.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The District will provide information through various media on the District of Innovation Plan. Population: BISD Stakeholders Timeline: July 2019 - June 2020		Public Information Officer, District Administration	Media coverage/ presentations on District of Innovation that results in fewer concerns expressed at public and district meetings. Formative: list of media distribution of information and questions asked at presentations/ public venues Summative: passing of DOI by Board and approval of revised district calendar				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2019-2020 and will not be disproportionate for any population .

Evaluation Data Source(s) 1: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Improve low-performing schools</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</p>		Principal Assistant Principal Counselor	<p>Formative: Discipline Reports, Daily Attendance</p> <p>Summative: STAAR SCORES, Attendance Rates, Graduation Rates, Dropout Rates</p>				
<p>2) In order to prevent discipline incidents and/or referrals to BAC all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences.</p> <p>Population: All Students/ parents; campus personnel</p> <p>Timeline: August 2019-June 2020</p> <p>CNA: pg. 6</p>		Pupil Services Administrator Campus Behavior Coordinators	<p>Formative Results: Campus SCOC Receipt form, Signed SCOC acknowledgement Forms, posting of SCOC on District and campus websites. Signed Student Code of Conduct Orientation for all Parents during the current instructional school year</p> <p>Summative Impact: end of year eSchool and PEIMS Discipline data indicate reduced BAC enrollments by campus and district-wide</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Campus will implement RtI behavior interventions upon transitioning to their home campus and Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Campuses will use the district database software programs to document and monitor RtI plans. Population: All Students Timeline: August 2019 - June 2020		District RtI Administrator Campus RtI Administrator Campus Counselor Teachers	Formative Results: RTI documentation, Review 360 reports, Counselor meeting logs, Summative Impact: +eSchool discipline report data Decrease the number of repeated referrals to BAC by implementing RtI behavior interventions for students transitioning to their home campus from BAC.				



= Accomplished



= Continue/Modify



= No Progress







= Discontinue

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 2: Refine and implement all safety plans across the district to ensure students are safe in the event of a crisis.

Evaluation Data Source(s) 2: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) 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</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>2) Ensure the implementation and annual review of a comprehensive district and campus Emergency Operations plan.</p> <p>Population: All Students</p> <p>Timeline: August 2019 to June 2020</p>		Security Services Department, Campus Administration, Teachers	<p>Formative Results: Safety Meeting Sign-In Sheets,</p> <p>Summative Impact: +100% completed District and Campus Emergency Operations Plans cleared in June 2019</p>				
<p>3) Conduct Active Shooter or other hazardous lock down drills at least twice per semester.</p> <p>Population: all students</p> <p>Timeline: August 2019 to June 2020</p>		Security Services Department Campus Administration Teachers	<p>Formative Results: Practice drill reports</p> <p>Summative Impact: 100% of campuses have conducted at least two practice drills.</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 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. (TEA Ch. 4, Obj. 1)

Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2017-2018 to 2018-2019.

Evaluation Data Source(s) 1: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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 2019- May 2020</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>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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 2019- November 2020</p>		Administration and Parent Liaison	<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>3) Provide parenting educational sessions in partnership with district/ community educators and organizations.</p> <p>Population: Parents and Students</p> <p>Timeline: August 2019-May 2020</p>		Teachers, Administration, Parent Liaison	<p>Formative: Lesson Plans, and evaluations</p> <p>Summative: Graduation Rate, and Attendance Rate, STAAR/ EOC Scores</p>				
							

Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

Evaluation Data Source(s) 1: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Teachers, Counselor and campus administration will receive professional development to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/speaking and reading/writing proficiency) in all content areas through classroom observations with feedback, co-planning, modeling, workshops, compilation of student data reports, grade level meetings for elementary and strand /department chair meetings for secondary.</p> <p>Population: All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas</p> <p>Timeline: August 2019 to June 2020</p> <p>CNA pg 6</p>		<p>Assistant Superintendents C&I Administrators Curriculum Specialists Program Lead Teachers Counselor Principals Deans Dept Chairs & Campus Lead</p>	<p>Formative: Classroom observation data and BISD Instructional Feedback reports, Workshop Session Evaluations, Benchmark Scores BOY/MOY/EOY data analysis, TLI Sustainability Activity Quarterly Reports</p> <p>Summative: District and State academic assessment instruments including: STAAR and EOC, TELPAS, CIRCLE-PM, AP scores, and TSI results</p> <p>+The district will have a 5% point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance in Spring 2019</p>				
<p>Funding Sources: 162 State Compensatory - 1746.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 2: The CTE Department will provide on-going professional development for CTE teachers, so that extended learning opportunities, with the use of research-based programs and activities, are provided to students to ensure more opportunities to be college and career ready.

Evaluation Data Source(s) 2: Professional development records for CTE, numbers of students in under-served pathways, survey data

Summative Evaluation 2:

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)


Performance Objective 1: All schools will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

Evaluation Data Source(s) 1: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Purchase instructional software/ related supplies to help meet students' needs, increase our STAAR/ EOC/ TAKS scores and provide accelerated instruction. Population: At-Risk Students Timeline: January 2020		Principal, TST, Administrator for State Compensatory Education	Formative: Lesson Plans, walk-through, number of college applications submitted. Summative: STAAR/EOC scores, TELPAS scores, Graduation Rate				
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. Population: At-Risk Students Timeline: January 2019		Principal, TST	Formative: Weekly Newsletter, Progress Reports Summative: STAAR/ EOC Scores, TELPAS scores, Graduation Rate, Attendance Rate				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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 2020</p>		All Teachers, Principal, Assistant Principal, TST, Administrator for State Compensatory Education	<p>Formative: Classroom Observations, Walk-throughs</p> <p>Summative: STAAR/ EOC/ TAKS scores, Graduation Rate, Attendance Rate</p>				
<p>4) Edgenuity software will be provided to students as accelerated instruction.</p> <p>Population: At Risk Students</p> <p>Timeline: August 2019</p> <p>CNA pg 5</p>		Administration, Teachers, and Administrator for State Compensatory Education	<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>				
Funding Sources: 162 State Compensatory - 2000.00							
<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 2019 and January 2020</p> <p>CNA pg 5</p>		Administration, Teachers, Special Ed Teachers and Administrator for State Compensatory Education	<p>Formative: Classroom observations, daily attendance rate, progress reports</p> <p>Summative: STAAR/ EOC/ TAKS scores, attendance rate, graduation rate</p>				
Funding Sources: 162 State Compensatory - 3024.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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. Population: At-Risk students Timeline: August 2019 - March 2020 CNA pg 5		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 - 4701.00							
							

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: Increase the overall district attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Evaluation Data Source(s) 1: District and campus attendance rates, At-Risk Student Attendance.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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)</p> <p>CNA pg. 5</p>		<p>Parent Liaison, Teachers, Counselor, Nurse, Administration, and Administrator for State Compensatory Education</p>	<p>Formative: daily attendance report and progress reports</p> <p>Summative: Attendance Rate, Graduation Rate, Dropout Rate</p>				
<p>Funding Sources: 162 State Compensatory - 300.00</p>							
<p>2) Reward students for improved attendance with popcorn. Students also receive points on their advisory card that can be redeemed for baby products. Students with good attendance will also be rewarded with end of year field trip.</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</p> <p>CNA pg 5</p>		<p>Principal, Teachers, Secretary, and Parent Liaison</p>	<p>Formative: Attendance logs, weekly sign-in sheet</p> <p>Summative: Attendance percentage, Graduation Rate, STAAR/ EOC , TELPAS Scores</p>				
<p>Funding Sources: 162 State Compensatory - 0.00</p>							





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 2: Increase the High School Completion Rate to 95% and increase the High School Graduation Rate to 91.3%.

Evaluation Data Source(s) 2: Drop-out and Graduation rate reports.

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Lincoln Park will send PRS teachers who provide Compensatory Education Home Instruction (CEHI) academic services to eligible students throughout the district 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 2019-June 2020</p>		<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>				
<p>Funding Sources: 162 State Compensatory - 2300.00, 166 State Special Ed. - 1000.00</p>							
<p>CNA pg. 5</p>							
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 3: All campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

Evaluation Data Source(s) 3: STAAR/EOC reports disaggregated for At-Risk students.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Daily Daycare services are available for infants from 0-17 months in the Lincoln Park Day Care while their mothers finish their high school education.</p> <p>Population: Day Care services At-Risk students</p> <p>Timeline: Aug 2019-June 2020</p>		Administration, Day Care Coordinator and Day Care Aides	<p>Formative: Classroom Observations & Walkthroughs, Lesson Plans</p> <p>Summative: Graduation Rates, Dropout Rates, STAAR scores, Attendance Rates</p>				
<p>2) 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 2019-June 2020</p>		Administration, Day Care Coordinator and Day Care Aides	<p>Formative: Classroom Observations & Walkthroughs, Lesson Plans</p> <p>Summative: Graduation Rates, Dropout Rates, STAAR scores, Attendance Rates</p>				
							



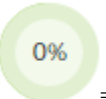

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 4: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

Evaluation Data Source(s) 4: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Lincoln Park's 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 2019-June 2020</p> <p>CNA pg. 7</p>		<p>Campus Administration, Administrator for State Comp Education, Special Programs Administration, BISD Health Services, School Nurse</p>	<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 - 150.00</p>							
<p>2) 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 2019-Oct 2020</p>		<p>Lincoln Park School Administration</p>	<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>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Counselor and Nurse will collaborate and schedule 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</p>		Principal, Assistant Principal, Counselor, Nurse	<p>Formative: Daily Attendance, Incident Reports, Discipline Reports</p> <p>Summative: STAAR SCORES, Attendance Rates, Graduation Rates, Dropout Rate</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>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	5	Accelerated Instruction in the foundation curriculum will be provided to improve at-risk student achievement (Edgenuity Software). The Writing Project has been created to include reading fluency and both editing and revising practice and will be utilized each day in every classroom during 8th period . Additional resources and supplies will be purchased as needed to ensure student achievement. Population: At-Risk Timeline: September 2019-May 2020 CNA: SA# 5
1	1	6	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 2019- June 2020 CNA: SA# 5
1	1	7	All Lincoln Park teachers will implement writing and reading across the curriculum for 20 minutes every day during the writing advisory period. Timeline: August 2019 to May of 2020 Population: All Students CNA: SA# 5
1	3	2	Implement a comprehensive data driven instruction in all tested areas that will incorporate: data analysis, Sheltered Instruction (Focus on Reading Strategies) Vocabulary Enrichment, ESL Strategies (Cognates) Reading & writing strategies /(prediction, inference, summarizing, paraphrasing & researching) Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: Aug 2019- May 2020
3	2	1	Lincoln Park teachers will be compensated for extra duty pay for activities such as EOC tutorials/enrichment classes that are conducted after school hours. Timeline: August 2019-May 2020 Population: All Students CNA: SA # 7

State Compensatory

Budget for Lincoln Park School :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6112-18-127-Y-26-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,150.00
162-11-6118-00-127-Y-26-EOC-Y	6118 Extra Duty Stipend - Locally Defined	\$924.00
6100 Subtotal:		\$2,074.00
6200 Professional and Contracted Services		
162-11-6299-62-127-Y-26-000-Y	6299 Miscellaneous Contracted Services	\$2,000.00
6200 Subtotal:		\$2,000.00
6300 Supplies and Services		
162-51-6315-00-127-Y-26-000-Y	6315 Supplies for Maintenance and/or Operations - Locally Defined	\$560.00
162-51-6315-01-127-Y-26-000-Y	6315 Supplies for Maintenance and/or Operations - Locally Defined	\$444.00
162-13-6395-65-127-Y-26-000-Y	6395 Supplies, DP Operations - Locally Defined	\$0.00
162-23-6395-65-127-Y-26-000-Y	6395 Supplies, DP Operations - Locally Defined	\$0.00
162-11-6398-62-127-Y-26-000-Y	6398 Computer Supplies/Software - Locally Defined	\$1,391.00
162-13-6398-65-127-Y-26-000-Y	6398 Computer Supplies/Software - Locally Defined	\$909.00
162-23-6399-65-127-Y-26-000-Y	6398 Computer Supplies/Software - Locally Defined	\$2,401.00
162-11-6399-00-127-Y-26-000-Y	6399 General Supplies	\$570.00
162-11-6399-16-127-Y-26-000-Y	6399 General Supplies	\$200.00
162-11-6399-62-127-Y-26-000-Y	6399 General Supplies	\$2,824.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
162-23-6399-00-127-Y-26-000-Y	6399 General Supplies	\$705.00
162-23-6399-16-127-Y-26-000-Y	6399 General Supplies	\$0.00
162-33-6399-00-127-Y-26-000-Y	6399 General Supplies	\$150.00
6300 Subtotal:		\$10,154.00
6400 Other Operating Costs		
162-61-6411-00-127-Y-26-000-Y	6411 Employee Travel	\$300.00
162-11-6411-00-127-26-000-Y	6411 Employee Travel	\$2,300.00
162-13-6411-23-127-Y-26-000-Y	6411 Employee Travel	\$196.00
162-23-6411-00-127-Y-26-000-Y	6411 Employee Travel	\$300.00
162-23-6411-23-127-Y-26-000-Y	6411 Employee Travel	\$0.00
162-31-6411-23-127-Y-26-000-Y	6411 Employee Travel	\$100.00
6400 Subtotal:		\$3,196.00

Personnel for Lincoln Park School :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
ABETE, JESUS	MATH TEACHER	STATE COMP	1.0
ABETE, NORMA	DAYCARE COORDINATOR	STATE COMP	1.0
ARREDONDO, HUGO	MATH DEPARTMENT CHAIR	STATE COMP	1.0
CAMARILLO, CYNTHIA	DAYCARE AIDE	STATE COMP	1.0
CRUZ, VERONICA	DATA ENTRY	STATE COMP	1.0
DE ALEJANDRO, JENNIFER H.	SPECIAL ED TEACHER	SPECIAL SERVICES	1.0
FARIAS, DELMA H.	PARENT LIASON	STATE COMP	1.0
GALVAN, NORMA L.	CUSTODIAN	STATE COMP	1.0
GARCIA, ERICA	DAYCARE AIDE	STATE COMP	1.0
GARZA, PAULA	DAYCARE AIDE	STATE COMP	1.0
HALL, DAWN	PRINCIPAL	STATE COMP	1.0
LEAL, NOEMI	SECRETARY	STATE COMP	1.0
LONGORIA, RICARDO	ELECTIVE TEACHER	STATE COMP	1.0
MUNIZ, JESUS	HOME INSTRUCTION TEACHER	STATE COMP	1.0
NELSON, PATIENCE	HOME INSTRUCTION TEACHER	STATE COMP	1.0
ORTIZ, LAURA C.	ASSISTANT PRINCIPAL	STATE COMP	1.0
RIVERA, JUAN J.	HEAD CUSTODIAN	STATE COMP	1.0
ROCHA, MARIA	PROGRAM SPECIALIST	STATE COMP	1.0
SANCHEZ, MARCO	ART/SPED TEACHER	STATE COMP	1.0
SARMIENTO, NORA	DAYCARE AIDE	STATE COMP	1.0
SIMS, ROBERT	SOCIAL STUDIES TEACHER	STATE COMP	1.0
STEWART, PATRICIA	ELA TEACHER	STATE COMP	1.0
WALL, JEROME	ELA TEACHER	STATE COMP	1.0

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
WILSON, GEORGEANA	SCIENCE TEACHER	STATE COMP	1.0
ZAMORA, ELISEO	COUNSELOR	STATE COMP	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Lincoln Park follows the Texas Accountability Interventions and Supports continuous improvement cycle. Campus staff, parent and student needs assessment perceptual surveys are conducted every Spring and data gathered is used as part of the comprehensive needs assessment. In addition, multiple measures are used to determine areas of greatest need for instruction, professional development, attendance, safety, technology and other areas. The campus staff also meets to determine the school's greatest needs and determine the root causes.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

All Lincoln Park faculty and staff actively participate in the creation and modification of the campus improvement plan. The SBDM Committee meets, votes, and approves/rejects campus improvement plan recommendations.

2.2: Regular monitoring and revision

Campus improvement plan is regularly revised and strategies are modified as deemed fit by the school principal and SBDM.

2.3: Available to parents and community in an understandable format and language

Campus improvement plan is available to all parents and stakeholders through our campus website.

2.4: Opportunities for all children to meet State standards

All of our teachers are highly qualified and our school provides opportunities for all students to succeed in an accelerated state approved curriculum. In addition, all students that need an EOC state exam are scheduled into an EOC review class to ensure that all state standards are reviewed and that they receive the necessary instruction needed to pass their state exams.

2.5: Increased learning time and well-rounded education

Certified teachers are assigned to all academic instructional positions to ensure high quality education for all students. Students at Lincoln Park High School are given the opportunity to accelerate and accumulate credits at a faster rate than at a traditional high school to ensure that our students graduate and do not become a drop out statistic.

2.6: Address needs of all students, particularly at-risk

Lincoln Park High School services highly at-risk student population. All of the classes have a 15:1 ratio to ensure that all students get individualized assistance.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The BISD Parental Involvement program staff in conjunction with Lincoln Park administration and Parent Liason prepare and distribute the Parent and Family Engagement Policy.

3.2: Offer flexible number of parent involvement meetings

Parents at our campus are invited to attend scheduled meetings, which vary in time to encourage parent participation. However, due to the nature of our program, parent participation is limited. Most of the information that we want to relay to our parents has to be sent through a phone message using school messenger or through meetings with our students.

2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Dawn Hall	Principal
Classroom Teacher	Marco Sanchez	Sped Teacher
Classroom Teacher	Patricia Stewart	ELA Teacher
Facilitator	Laura Ortiz	Assistant Principal
Paraprofessional	Delma Farias	Data Management
Classroom Teacher	Marisela Ezekiel	CTE Teacher
District-level Professional	Juan Mendoza	Specialist
Non-classroom Professional	Norma Abete	Day Care Director
Classroom Teacher	Hugo Arredondo	Math Teacher
Business Representative	Vacancy Vacancy	
Community Representative	Vacancy vacancy	
Parent	Claudia Martinez	Parent

Campus Leadership Team

Committee Role	Name	Position
Administrator	Dawn Hall	Principal
Administrator	Laura Ortiz	Assistant Principal
Classroom Teacher	Heather De Alejandro	Special Education Teacher
Classroom Teacher	Rodolfo Castillo	Math Teacher
Classroom Teacher	Patricia Stewart	ELA Teacher
Non-classroom Professional	Eliseo Zamora	Counselor
District-level Professional	Roni Louise	DCSI/CIT Member
Professional Service Provider	Bertha Zamora	PSP/CIT Member
District-level Professional	Sandra Lopez	Area Asst. Superintendent

District Funding Summary

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General School Supplies for ELA	162-11-6399-00-127-Y-26-000-Y	\$70.00
1	1	2	General School Supplies	162-11-6399-0-127-Y-26-000-Y	\$70.00
1	1	3		162-11-6399-00-127Y-26-000-Y	\$375.00
1	1	4	General Supplies for Social Studies	162-11-6399-00-127-Y-26-000-Y	\$55.00
2	1	3	Custodial Supplies	162-51-6315-00-127-Y-26-000-Y	\$560.00
2	1	3	Custodial Supplies	162-51-6315-01-127-Y-26-000-Y	\$444.00
2	1	3	Admin. Supplies	162-23-6399-00-127-Y-26-000-Y	\$705.00
2	1	3	Printing Supplies	162-23-6399-16-127-Y-26-000-Y	\$0.00
3	2	1	Extra Duty Pay	162-11-6118-00-127-Y-26-EOC-Y	\$924.00
7	1	1	Counselor Employee Travel	162-31-6411-23-127-Y-26-000-Y	\$100.00
7	1	1	Employee Travel -Admin	162-23-6411-23-127-Y-26-000-Y	\$0.00
7	1	1	Employee Travel	162-13-6411-00-127-Y-26-000-Y	\$196.00
7	1	1	Employee Travel - In-District	162-23-6411-00-127-Y-26-000-Y	\$300.00
7	1	1	Sal/Wages for Substitute Teachers	162-11-6112-18-127-Y-26-000-Y	\$1,150.00
8	1	4	Edgenuity license renewal	162-11-6299-62-127-Y-26-000-Y	\$2,000.00
8	1	5	Ink	162-11-6399-62-127-Y-26-000-Y	\$2,824.00
8	1	5	Printing Supplies	162-11-6399-16-127-Y-26-000-Y	\$200.00
8	1	6	Software	162-23-6395-65-127-Y-26-000-Y	\$0.00
8	1	6	Ink	162-23-6399-65-127-Y-26-000-Y	\$1,992.00
8	1	6	Computer	162-13-6398-65-127-Y-26-000-Y	\$909.00
8	1	6	Computer	162-11-6398-62-127-Y-26-TEC-Y	\$1,391.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	6	Software	162-13-6395-65-127-Y-26-TEC-Y	\$0.00
8	1	6	General Supplies	162-23-6398-65-127-Y-26-000-Y	\$409.00
9	1	1	Employee Travel-Home Visitor	162-61-6411-00-127-Y-26-000-Y	\$300.00
9	1	2	Buses	162-11-6494-00-127-Y-26-000-Y	\$0.00
9	2	1	Employee Travel -Home Instruction	162-11-6411-00-127-Y-26-000-Y	\$2,300.00
9	4	1	General Medical/Hygiene Supplies	162-33-6399-00-127-Y-26-000-Y	\$150.00
Sub-Total					\$17,424.00
Budgeted Fund Source Amount					\$17,424.00
+/- Difference					\$0
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	1	Employee Travel - Sp. Ed. HI	166-11-6411-00-127-Y-23-0P5-Y	\$1,000.00
Sub-Total					\$1,000.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$0
Grand Total					\$18,424.00

Addendums

** Once information specific to your campus or district is entered below it will be populated onto each of the other tabs within this workbook.*

Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
Region 1	031-901	Brownsville ISD	031901127	Lincoln Park High School

Date of Public Hearing for Targeted Improvement Plan:	10/2/2018	Date Targeted Improvement Plan Approved by Board:	10/2/2018
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District Coordinator of School Improvement (DCSI):	Dr. Roni Louise Rentfro	Professional Service Provider (PSP) Name:	Ms. Bertha Zamora
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District/Campus Leadership Team (DLT/CLT) Members:		
Dawn Hall, Principal	Rodolfo Castillo, Mathematics Teacher	
Eliseo Zamora, Counselor	Teri Alarcon, Asst. Supt. for High Schools	
Heather De Alejandro, Reading/Special Education Teacher		
Ana Mendoza, ELA Teacher		
Laura Ortiz, Assistant Principal		

Intervention Identification					
Performance-Based Monitoring Accountability Sysystem (PBMAS):	Improvement Required (IR):	Texas Title I Priority School (TTIPS):	Priority:	Focus:	If a campus is paired with your campus/district, please enter the name the campus below.
Yes	Yes	No	No	No	<Enter campus name here.>

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	031-901	Brownsville ISD	031901127	Lincoln Park High School

CAMPUS - Data Analysis Summary

Instructions:	Before completing the Data Analysis Summary, please review the definition/purpose and the summary of findings statements listed below. This section provides the statutory definition of data analysis and describes how it contributes to the continuous improvement process. The data analysis process helps inform your campus in the completion of the targeted improvement plan as required by the campus staging identification. The data analysis is divided into five sections. With the exception of Section IV (priority campuses only), all sections are required to be completed by all campuses for the data analysis process. TEA/TCDSS support specialists are available to assist with any questions that may arise throughout this process.
Definition/Purpose:	Data analysis and review of student level data conducted by the campus intervention team [Texas Education Code (TEC) §39.106 (a) and 19 Texas Administrative Code (TAC) §97.1063] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.
Summary of Findings:	A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the problem statements which form the basis for the needs assessment process.

Section I - General Questions

Is your campus identified as Improvement Required in the state accountability system?	Yes	<i>Responses to these questions have been populated from the Contact-Intervention Information Tab</i>
Is your campus identified as a Priority campus?	No	
Is your campus identified as a TTIPS campus?	No	
Is your campus implementing a turnaround plan?	No	

Section II - Index Questions

Index 1 - Student Achievement	Did your campus meet standard for Index 1?	Yes, with an index score equal to target or less than/equal to 5 points above target (Non-AEA 60-65; AEA 65-40)							
	Index 1 - Student Achievement	<p><i>If your campus Index 1 score was 5 points above index target, you do not need to answer this question*.</i></p> <p>Which student group(s) is(are) in greatest need of improvement? (Reminder: System safeguards data can help with this analysis.) * See help box for score details.</p>	Student Group	Content Area					
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics		
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics				
Campus met standard for Domain 1 under new accountability targets for AEA campuses.									
Index 2 - Student Progress	Did your campus meet standard for Index 2?	Yes							
	<p><i>If your campus met Index 2 target, then you do not need to answer this question.</i></p> <p>If your campus missed Index 2 target, which student group(s) is(are) in greatest need of improvement in terms of growth? (Reminder: Consider the exceeded progress component as well as made progress when answering.)</p>	<input type="checkbox"/> African American	<input type="checkbox"/> Hispanic	<input type="checkbox"/> White	<input type="checkbox"/> American Indian	<input type="checkbox"/> Asian	<input type="checkbox"/> Pacific Islander	<input type="checkbox"/> Two or More Races	
	<p><i>If your campus met Index 2 target, then you do not need to answer this question.</i></p> <p>If your campus missed Index 2 target, which student group(s) contributed to missing the Index 2 target?</p>	<input type="checkbox"/> Students who failed in 2015 and failed in 2016 <input type="checkbox"/> Students who passed in 2015 and passed in 2016 <input type="checkbox"/> Students who were at Level III performance in 2015 and scored a Level II performance in 2016 <input type="checkbox"/> Other							
Campus met standard for Domain 2 under new accountability targets for AEA campuses.									

Index 3 - Closing Achievement Gaps	Did your campus meet standard for Index 3? <i>*see help box for score details</i>	No
	<i>If your campus Index 3 score was more than 2 points above the index target, then you do not need to answer this question.</i> Which student group(s), other than economically disadvantaged, was(were) measured for your campus in Index 3?	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races
	Which two ethnic/race student groups will be measured in Index 3 in the 2017 rating?	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races
	Campus was IR for Domain 3 under new accountability targets for AEA campuses.	
Index 4 - Postsecondary Readiness	Did your campus meet standard for Index 4? <i>*see help box for score details</i>	Select
	<i>If your non-AEA campus Index 4 score was more than 2 points above the Index 4 target, then you do not need to answer this question.</i> <i>If your AEA campus Index 4 score was more than 5 points above the Index 4 target, then you do not need to answer this question.</i> Which component(s) of Index 4 contributed to your campus missing Index 4?	<input type="checkbox"/> STAAR component-student performance at or above Level II, Final <input type="checkbox"/> Graduation Rate <input type="checkbox"/> Graduation Plan <input type="checkbox"/> Postsecondary Indicator
	Campus met standard targets for Domain 1 but missed standard targets for Domain 3. This campus did not have a graduation rate for this year.	

Section IV - Critical Success Factors (CSFs):

The questions above highlight the overall performance of the campus in relation to the State's indexes. The performance of the campus as measured by the indexes is the result of numerous variables. In order to help identify the pivotal factors that contribute to the overall success of the campus/district as measured by the State's accountability system, please identify the data sources used when reviewing the campus' processes for each CSF. (For possible data sources, see the CSF Data Sources document)	
Academic Performance	Domain reports, prior year academic performance reports, and teacher input on student academic performance.
Use of Quality Data to Drive Instruction	The Campus Leadership Team examined multiple sources and types of data to develop the Targeted Improvement Plan.
Leadership Effectiveness	The Campus Leadership Team examined multiple sources and types of data to develop the Targeted Improvement Plan. Leadership determined what areas could be monitored more closely and types of supports could be provided.
Increased Learning Time	The prior year bell schedule was examined and revised to increase intervention and support time during the regular school day.
Family and Community Engagement	The data showed limited parental involvement but also noted that because of the program focusing on pregnant and mothers of children under 17 months of age, many were adults and some are emancipated minors.
School Climate	School climate survey data was positive for 2017-2018.
Teacher Quality	The CLT determined that many faculty needed some refresher training or additional training on providing interventions and strategies for EL students and struggling learners based on survey data and meeting with faculty members at the beginning of the school year in August.

Section V - Identification of Problem Statements:

Before transitioning to the needs assessment phase of the continuous improvement process, problem statements need to be developed based on trends and patterns identified through the data analysis process. The purpose of the problem statement is to objectively define the gap(s) identified through the data analysis process in a clear and concise manner. Problem statements clarify the issues that need to be addressed in the targeted improvement plan.

Although the data analysis process may reveal multiple trends/patterns that appear to call for further action, the campus should target problems most critical to improvement. This may result in less than ten problem statements when prioritizing focus areas for the targeted plan.

In the needs assessment phase of the continuous improvement process, the campus will conduct a root cause analysis to determine the cause of the problems articulated in the problem statements.

	Only 4% of students met the ELA/Reading Target and only 9% of students met the Mathematics Target for Domain 3.							
Problem Statement 1:			Student Group	Content Area				
	<p>Which Index(es) does this problem statement address?</p> <p>Campuses may also connect this problem statement to missed/targeted system safeguard(s).</p>	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Special Education	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
English Language Learners			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	

	<Type your problem statement here.>							
Problem Statement 2:			Student Group	Content Area				
	<p>Which Index(es) does this problem statement address?</p> <p>Campuses may also connect this problem statement to missed/targeted system safeguard(s).</p>	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Special Education	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
English Language Learners			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	031-901	Brownsville ISD	031901127	Lincoln Park High School

Needs Assessment Summary and Improvement Plan

Definition / Purpose: After your data analysis yields a summary of findings that results in a set of problem statements, the next step is to engage in the needs assessment process to identify root causes. The 5 steps of the root causes assessment include:
 Step 1: Clarify and prioritize problem statements
 Step 2: Establish the purpose of assessing root causes and establish the team
 Step 3: Gather data
 Step 4: Review data analysis
 Step 5: Root cause analysis
 The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.

Problem Statements (PS): <i>Problem statements are carried over from Section VI of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	PS 1:	Only 4% of students met the ELA/Reading Target and only 9% of students met the Mathematics Target for Domain 3.	is occurring because of Root Cause #1	Root Cause 1:	Need for more instructional interventions and supports for students to increase student success.
	PS 2:		is occurring because of Root Cause #2	Root Cause 2:	<Enter text>
	PS 3:		is occurring because of Root Cause #3	Root Cause 3:	<Enter text>
	PS 4:		is occurring because of Root Cause #4	Root Cause 4:	<Enter text>
	PS 5:		is occurring because of Root Cause #5	Root Cause 5:	<Enter text>
	PS 6:		is occurring because of Root Cause #6	Root Cause 6:	<Enter text>
	PS 7:		is occurring because of Root Cause #7	Root Cause 7:	<Enter text>
	PS 8:		is occurring because of Root Cause #8	Root Cause 8:	<Enter text>
	PS 9:		is occurring because of Root Cause #9	Root Cause 9:	<Enter text>
	PS 10:		is occurring because of Root Cause #10	Root Cause 10:	<Enter text>

Identified and Prioritized Root Causes:
 It is important to prioritize your root causes so that your improvement plan is targeted and focused. Although a TEC §11 campus/district improvement plan is critical to overall success, the TEC §39 targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system.
If the district or campus would like to identify more than 10 root causes, contact the support specialist assigned to the review.

***** Important Notice! Improvement Required (IR) districts/campuses must complete the following attestation statement to fulfill TEC §39.106 requirements.*****

Attestation Statement: By checking the box, I attest that an on-site needs assessment has been conducted according to TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	031-901	Brownsville ISD	031901127	Lincoln Park High School

Needs Assessment Summary and Improvement Plan

Problem Statement 1:	Only 4% of students met the ELA/Reading Target and only 9% of students met the Mathematics Target for Domain 3.	Annual Goal:	Increase performance to 50% to meet the state targets for 2019-2020.
Root Cause 1:	Need for more instructional interventions and supports for students to increase student success.	Strategy:	Professional development, targeted interventions, best practices, supports
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input checked="" type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	With effective leadership coupled with increased and focused professional development implemented by teachers, student scores will improve.

Interventions by Quarter

Q1 (Aug, Sept, Oct) <i>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</i>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	Increase Fall benchmark scores 10 percentage points over last year's scores: ELA I from 17 to 27% passing. ELA II and Alg I from 33% to 43%. History from 42% to 52%. Biology 25% to 35%.	Q2 Goal:	EOC retesting passing rates to increase by 10 percentage points: ELA I from 17 to 27% passing. ELA II 33% to 43%. Algebra I from 67% to 77%. History from 70% to 80%. Biology 90% to 100%.	Q3 Goal:	Increase Spring benchmark scores 10 percentage points over last year's scores: ELA I from 13 to 23% passing. ELA II 33% to 43%. Algebra I from 83% to 93%. History from 30% to 60%. Biology 13% to 23%.	Q4 Goal:	Increase credit accruals by all students in all content areas by 10 percentage points.
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Targeted professional development including ELPS, ESL strategies, literacy strategies	1)	Targeted refresher professional development based on monitoring student performance and classroom observations.	1)	Attendance incentives (including out of region college visits) will be provided for targeted students who meet criteria.	1)	Determine which attendance incentives have improved attendance of students.
2)	Targeted intervention and support strategies will be in lesson plans, implemented in classrooms, and revised during common planning with campus leadership.	2)	Targeted intervention and support strategies will be in lesson plans, implemented in classrooms, and revised during common planning with campus leadership.	2)	Targeted intervention and support strategies will be in lesson plans, implemented in classrooms, and revised during common planning with campus leadership.	2)	Targeted intervention and support strategies will be in lesson plans, implemented in classrooms, and revised during common planning with campus leadership. CLT will determine strategies with most impact for next year.
3)	Initiate Literacy/Advisory Period in all content areas using common campus-wide materials and strategies.	3)	Implement Literacy/Advisory Period in all content areas using common campus-wide materials and strategies--revised based on assessments and observations.	3)	Implement Literacy/Advisory Period in all content areas using common campus-wide materials and strategies--revised based on assessments and observations.	3)	Monitor and determine what was most effective in Literacy/Advisory Period. Revise as needed.
4)	Train and re-train on use of Edgenuity (content software) and PEG writing software to address EOC and credit course content.	4)	Utilize Edgenuity (content software) and PEG writing software to address EOC and credit course content.	4)	Continue to monitor and utilize Edgenuity (content software) and PEG writing software to address EOC and credit course content.	4)	Continue to monitor and analyze effectiveness of PEG writing and Edgenuity use.
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	Agenda and sign-ins monitored by campus administration and curriculum specialists will indicate over 90% participation.	1)	Agenda and sign-ins monitored by campus administration and curriculum specialists will indicate over 90% participation of targeted students.	1)	Monitor student attendance for participation in college visitations and other incentives by teachers and campus administration.	1)	Monitor student attendance and effectiveness of incentives.

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	031-901	Brownsville ISD	031901127	Lincoln Park High School

Needs Assessment Summary and Improvement Plan

	2) 90% of targeted strategies will be in lesson plans based on checklist, implemented in classrooms based on leadership walkthroughs, and revised during common planning with campus leadership.	2) 90% of targeted strategies will be in lesson plans based on checklist, implemented in classrooms based on leadership walkthroughs, and revised during common planning with campus leadership.	2) 90% of targeted strategies will be in lesson plans based on checklist, implemented in classrooms based on leadership walkthroughs, and revised during common planning with campus leadership.	2) 90% of targeted strategies will be in lesson plans based on checklist, implemented in classrooms based on leadership walkthroughs, and revised during common planning with campus leadership.
	3) 100% of teachers will initiate Literacy/Advisory Period in all content areas as monitored by checklist completed by campus and district leadership.	3) 100% of teachers will Implement Literacy/Advisory Period in all content areas as monitored by checklist completed by campus and district leadership.	3) 100% of teachers will Implement Literacy/Advisory Period in all content areas as monitored by checklist completed by campus and district leadership.	3) 100% of teachers will Implement Literacy/Advisory Period in all content areas as monitored by checklist completed by campus and district leadership.
	4) Agenda and sign-ins monitored by campus administration and curriculum specialists for 100% of faculty trained by end of quarter.	4) Monitor usage of 90% of all students using Edgenuity and/or PEG writing	4) Monitor usage of 90% of all students using Edgenuity and/or PEG writing	4) Determine whether 90% of all students improved as a result of using Edgenuity and/or PEG writing.

End of Quarter Reporting

Q1 Report <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual Goals <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.		<Enter text>			
Problem Statement 2:				Annual Goal:	<Enter text>

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	031-901	Brownsville ISD	031901127	Lincoln Park High School

Needs Assessment Summary and Improvement Plan

Definition / Purpose: After your data analysis yields a summary of findings that results in a set of problem statements, the next step is to engage in the needs assessment process to identify root causes. The 5 steps of the root causes assessment include:

Step 1: Clarify and prioritize problem statements
 Step 2: Establish the purpose of assessing root causes and establish the team
 Step 3: Gather data
 Step 4: Review data analysis
 Step 5: Root cause analysis

The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.

Problem Statements (PS): <i>Problem statements are carried over from Section VI of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	PS 1:	Only 4% of students met the ELA/Reading Target and only 9% of students met the Mathematics Target for Domain 3.	is occurring because of Root Cause #1	Root Cause 1:	Need for more instructional interventions and supports for students to increase student success.
	PS 2:		is occurring because of Root Cause #2	Root Cause 2:	<Enter text>
	PS 3:		is occurring because of Root Cause #3	Root Cause 3:	<Enter text>
	PS 4:		is occurring because of Root Cause #4	Root Cause 4:	<Enter text>
	PS 5:		is occurring because of Root Cause #5	Root Cause 5:	<Enter text>
	PS 6:		is occurring because of Root Cause #6	Root Cause 6:	<Enter text>
	PS 7:		is occurring because of Root Cause #7	Root Cause 7:	<Enter text>
	PS 8:		is occurring because of Root Cause #8	Root Cause 8:	<Enter text>
	PS 9:		is occurring because of Root Cause #9	Root Cause 9:	<Enter text>
	PS 10:		is occurring because of Root Cause #10	Root Cause 10:	<Enter text>

Identified and Prioritized Root Causes:

It is important to prioritize your root causes so that your improvement plan is targeted and focused. Although a TEC §11 campus/district improvement plan is critical to overall success, the TEC §39 targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system.

If the district or campus would like to identify more than 10 root causes, contact the support specialist assigned to the review.

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	031-901	Brownsville ISD	031901127	Lincoln Park High School

Needs Assessment Summary and Improvement Plan

Problem Statement 1:	Only 4% of students met the ELA/Reading Target and only 9% of students met the Mathematics Target for Domain 3.	Annual Goal:	Increase performance to 50% to meet the state targets for 2019-2020.
Root Cause 1:	Need for more instructional interventions and supports for students to increase student success.	Strategy:	Professional development, targeted interventions, best practices, supports
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input checked="" type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	With effective leadership coupled with increased and focused professional development implemented by teachers, student scores will improve.

Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	Increase Fall benchmark scores 10 percentage points over last year's scores: ELA I from 17 to 27% passing. ELA II and Alg I from 33% to 43%. History from 42% to 52%. Biology 25% to 35%.	Q2 Goal:	EOC retesting passing rates to increase by 10 percentage points: ELA I from 17 to 27% passing. ELA II 33% to 43%. Algebra I from 67% to 77%. History from 70% to 80%. Biology 90% to 100%.	Q3 Goal:	Increase Spring benchmark scores 10 percentage points over last year's scores: ELA I from 13 to 23% passing. ELA II 33% to 43%. Algebra I from 83% to 93%. History from 30% to 60%. Biology 13% to 23%.	Q4 Goal:	Increase credit accruals by all students in all content areas by 10 percentage points.
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Targeted professional development including ELPS, ESL strategies, literacy strategies	1)	Targeted refresher professional development based on monitoring student performance and classroom observations.	1)	Attendance incentives (including out of region college visits) will be provided for targeted students who meet criteria.	1)	Determine which attendance incentives have improved attendance of students.
2)	Targeted intervention and support strategies will be in lesson plans, implemented in classrooms, and revised during common planning with campus leadership.	2)	Targeted intervention and support strategies will be in lesson plans, implemented in classrooms, and revised during common planning with campus leadership.	2)	Targeted intervention and support strategies will be in lesson plans, implemented in classrooms, and revised during common planning with campus leadership.	2)	Targeted intervention and support strategies will be in lesson plans, implemented in classrooms, and revised during common planning with campus leadership. CLT will determine strategies with most impact for next year.
3)	Initiate and implement Literacy/Advisory Period in all content areas using common campus-wide materials and strategies.	3)	Implement Literacy/Advisory Period in all content areas using common campus-wide materials and strategies--revised based on assessments and observations.	3)	Implement Literacy/Advisory Period in all content areas using common campus-wide materials and strategies--revised based on assessments and observations.	3)	Monitor and determine what was most effective in Literacy/Advisory Period. Revise as needed.

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	031-901	Brownsville ISD	031901127	Lincoln Park High School

Needs Assessment Summary and Improvement Plan

4) Train and re-train on use of Edgenuity (content software) and PEG writing software to address EOC and credit course content.	4) Utilize Edgenuity (content software) and Criterion writing software to address EOC and credit course content.	4) Continue to monitor and utilize Edgenuity (content software) and Criterion writing software to address EOC and credit course content.	4) Continue to monitor and analyze effectiveness of Criterion writing and Edgenuity use.
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What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?									
1) Agenda and sign-ins monitored by campus administration and curriculum specialists will indicate over 90% participation.	2) 90% of targeted strategies will be in lesson plans based on checklist, implemented in classrooms based on leadership walkthroughs, and revised during common planning with campus leadership.	3) 100% of teachers will initiate Literacy/Advisory Period in all content areas as monitored by checklist completed by campus and district leadership.	4) Agenda and sign-ins monitored by campus administration and curriculum specialists for 100% of faculty trained by end of quarter.	1) Agenda and sign-ins monitored by campus administration and curriculum specialists will indicate over 90% participation of targeted students.	2) 90% of targeted strategies will be in lesson plans based on checklist, implemented in classrooms based on leadership walkthroughs, and revised during common planning with campus leadership.	3) 100% of teachers will Implement Literacy/Advisory Period in all content areas as monitored by checklist completed by campus and district leadership.	4) Monitor usage of 90% of all EOC students using Edgenuity and/or Criterion writing softwares.	1) Monitor student attendance for participation in college visitations and other incentives by teachers and campus administration.	2) 90% of targeted strategies will be in lesson plans based on checklist, implemented in classrooms based on leadership walkthroughs, and revised during common planning with campus leadership.	3) 100% of teachers will Implement Literacy/Advisory Period in all content areas as monitored by checklist completed by campus and district leadership.	4) Monitor usage of 90% of all EOC students using Edgenuity and/or Criterion writing softwares.	1) Monitor student attendance and effectiveness of incentives.	2) 90% of targeted strategies will be in lesson plans based on checklist, implemented in classrooms based on leadership walkthroughs, and revised during common planning with campus leadership. CLT will determine strategies with most impact for next year.	3) 100% of teachers will Implement Literacy/Advisory Period in all content areas as monitored by checklist completed by campus and district leadership.	4) Determine whether 90% of all students improved as a result of using Edgenuity and/or Criterion writing software programs.

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.							
Did you meet this quarter's goal?	Yes	Did you meet this quarter's goal?	No, but Made Significant Progress	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	031-901	Brownsville ISD	031901127	Lincoln Park High School

Needs Assessment Summary and Improvement Plan

Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	TEA Interim Assessments for ELA 1 showed 45% on target for approaches and 19% for Meets (close to rest of district students), ELA 2 ws 28% for approaches and 13% for meets, and Alg 1 was at 60% for approaches and 20% for meets (almost same as district results). US History benchmark results increased to 53% passing. Biology assessment results were not reported for Fall 2018 but campus assessments indicate progress. District program staff continue to bring in professional development coaching to the campus and classroom for core content teachers and additional opportunities continue to be added for career trainings and TSI preparation. The Literacy/Advocacy period is being implemented by 100% of the content and non-core/elective teachers.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Very preliminary EOC retesting passing rates: ELA I increased to 50%, ELA II increased to 35%. Algebra I increased to 100%, History dropped to 57% and Biology dropped to 66% compared to 2017 EOC passing rates. The district and campus continue to procede with professional development coaching and walkthroughs with feedback in both the core content area and Literacy/Advocacy periods. Walkthroughs show teachers doing more direct instruction and small group supports than at the beginning of the year. 100% of the teachers are implementing the campus-wide Literacy activities during the Literacy/Advocacy period. There is now a standardized ELA daily lesson activity in the ELA classes so that even if a student is absent they will not miss covering key skills and TEKS. They have additional support staff assigned to work with students to catch up after absences. Attendance is improving slightly and one field trip has already taken place with additional opportunies scheduled. The campus has graduated 5 students and 2 more are only 2 credits from graduating as of January 11th.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Progress Made, but Behind Schedule	Are you on track to meet the annual goal?	Right on Target	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	Campus is changing from PEG Writing to Criterion software that appears to provide better feedback aligned to EOC ELA while still supporting TSI preparation.	What, if any, adjustments must be made in order to meet the annual goal?	The campus continues to refine the implementation of the Literacy/Advocacy period and is adding reading and writing sessions into the schedules of those students who will be testing for ELA I or II in April. A portfolio of instructional materials started to be used in January to ensure that students who are absent do not have instructional gaps and are supported by supplemental staff. Campus leadership will be participating in Region One Networks of Excellence training this Spring to help build turnaround leadership capacity.	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual Goals <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input type="checkbox"/> Ongoing Monitoring and Interventions	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
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<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	031-901	Brownsville ISD	031901127	Lincoln Park High School, EOY submitted 6-26-2019

Needs Assessment Summary and Improvement Plan

Definition / Purpose:	<p>After your data analysis yields a summary of findings that results in a set of problem statements, the next step is to engage in the needs assessment process to identify root causes. The 5 steps of the root causes assessment include:</p> <p>Step 1: Clarify and prioritize problem statements Step 2: Establish the purpose of assessing root causes and establish the team Step 3: Gather data Step 4: Review data analysis Step 5: Root cause analysis</p> <p>The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.</p>
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Problem Statements (PS): <i>Problem statements are carried over from Section VI of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	PS 1:	Only 4% of students met the ELA/Reading Target and only 9% of students met the Mathematics Target for Domain 3.	is occurring because of Root Cause #1	Root Cause 1:	Need for more instructional interventions and supports for students to increase student success.
	PS 2:		is occurring because of Root Cause #2	Root Cause 2:	<Enter text>
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	PS 4:		is occurring because of Root Cause #4	Root Cause 4:	<Enter text>
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	PS 8:		is occurring because of Root Cause #8	Root Cause 8:	<Enter text>
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	PS 10:		is occurring because of Root Cause #10	Root Cause 10:	<Enter text>

Identified and Prioritized Root Causes:

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if the district or campus would like to identify more than 10 root causes, contact the support specialist assigned to the review.

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	031-901	Brownsville ISD	031901127	Lincoln Park High School, EOY submitted 6-26-2019

Needs Assessment Summary and Improvement Plan

Problem Statement 1:	Only 4% of students met the ELA/Reading Target and only 9% of students met the Mathematics Target for Domain 3.	Annual Goal:	Increase performance to 50% to meet the state targets for 2019-2020.
Root Cause 1:	Need for more instructional interventions and supports for students to increase student success.	Strategy:	Professional development, targeted interventions, best practices, supports
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input checked="" type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	With effective leadership coupled with increased and focused professional development implemented by teachers, student scores will improve.

Interventions by Quarter

Q1 (Aug, Sept, Oct) <i>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</i>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
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Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Targeted professional development including ELPS, ESL strategies, literacy strategies	1)	Targeted refresher professional development based on monitoring student performance and classroom observations.	1)	Attendance incentives (including out of region college visits) will be provided for targeted students who meet criteria.	1)	Determine which attendance incentives have improved attendance of students.
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<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	031-901	Brownsville ISD	031901127	Lincoln Park High School, EOY submitted 6-26-2019

Needs Assessment Summary and Improvement Plan

3)	Initiate and implement Literacy/Advisory Period in all content areas using common campus-wide materials and strategies.	3)	Implement Literacy/Advisory Period in all content areas using common campus-wide materials and strategies--revised based on assessments and observations.	3)	Implement Literacy/Advisory Period in all content areas using common campus-wide materials and strategies--revised based on assessments and observations.	3)	Monitor and determine what was most effective in Literacy/Advisory Period. Revise as needed.
4)	Train and re-train on use of Edgenuity (content software) and PEG writing software to address EOC and credit course content.	4)	Utilize Edgenuity (content software) and Criterion writing software to address EOC and credit course content.	4)	Continue to monitor and utilize Edgenuity (content software) and Criterion writing software to address EOC and credit course content.	4)	Continue to monitor and analyze effectiveness of Criterion writing and Edgenuity use.

What data will be collected to monitor interventions in Q1?	What data will be collected to monitor interventions in Q2?	What data will be collected to monitor interventions in Q3?	What data was collected to monitor interventions in Q4?
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1)	Agenda and sign-ins monitored by campus administration and curriculum specialists will indicate over 90% participation.	1)	Agenda and sign-ins monitored by campus administration and curriculum specialists will indicate over 90% participation of targeted students.	1)	Monitor student attendance for participation in college visitations and other incentives by teachers and campus administration.	1)	Monitor student attendance and effectiveness of incentives.
2)	90% of targeted strategies will be in lesson plans based on checklist, implemented in classrooms based on leadership walkthroughs, and revised during common planning with campus leadership.	2)	90% of targeted strategies will be in lesson plans based on checklist, implemented in classrooms based on leadership walkthroughs, and revised during common planning with campus leadership.	2)	90% of targeted strategies will be in lesson plans based on checklist, implemented in classrooms based on leadership walkthroughs, and revised during common planning with campus leadership.	2)	90% of targeted strategies will be in lesson plans based on checklist, implemented in classrooms based on leadership walkthroughs, and revised during common planning with campus leadership. CLT will determine strategies with most impact for next year.
3)	100% of teachers will initiate Literacy/Advisory Period in all content areas as monitored by checklist completed by campus and district leadership.	3)	100% of teachers will Implement Literacy/Advisory Period in all content areas as monitored by checklist completed by campus and district leadership.	3)	100% of teachers will Implement Literacy/Advisory Period in all content areas as monitored by checklist completed by campus and district leadership.	3)	100% of teachers will Implement Literacy/Advisory Period in all content areas as monitored by checklist completed by campus and district leadership.
4)	Agenda and sign-ins monitored by campus administration and curriculum specialists for 100% of faculty trained by end of quarter.	4)	Monitor usage of 90% of all EOC students using Edgenuity and/or Criterion writing softwares.	4)	Monitor usage of 90% of all EOC students using Edgenuity and/or Criterion writing softwares.	4)	Determine whether 90% of all students improved as a result of using Edgenuity and/or Criterion writing software programs.

End of Quarter Reporting

Q1 Report <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>	Q2 Report	Q3 Report	Q4 Report
Did you meet this quarter's goal? Yes	Did you meet this quarter's goal? No, but Made Significant Progress	Did you meet this quarter's goal? No, but Made Significant Progress	Did you meet this quarter's goal? Yes

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	031-901	Brownsville ISD	031901127	Lincoln Park High School, EOY submitted 6-26-2019

Needs Assessment Summary and Improvement Plan

Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	TEA Interim Assessments for ELA 1 showed 45% on target for approaches and 19% for Meets (close to rest of district students), ELA 2 ws 28% for approaches and 13% for meets, and Alg 1 was at 60% for approaches and 20% for meets (almost same as district results). US History benchmark results increased to 53% passing. Biology assessment results were not reported for Fall 2018 but campus assessments indicate progress. District program staff continue to bring in professional development coaching to the campus and classroom for core content teachers and additional opportunities continue to be added for career trainings and TSI preparation. The Literacy/Advocacy period is being implemented by 100% of the content and non-core/elective teachers.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Very preliminary EOC retesting passing rates: ELA I increased to 50%, ELA II increased to 35%. Algebra I increased to 100%, History dropped to 57% and Biology dropped to 66% compared to 2017 EOC passing rates. The district and campus continue to proceed with professional development coaching and walkthroughs with feedback in both the core content area and Literacy/Advocacy periods. Walkthroughs show teachers doing more direct instruction and small group supports than at the beginning of the year. 100% of the teachers are implementing the campus-wide Literacy activities during the Literacy/Advocacy period. There is now a standardized ELA daily lesson activity in the ELA classes so that even if a student is absent they will not miss covering key skills and TEKS. They have additional support staff assigned to work with students to catch up after absences. Attendance is improving slightly and one field trip has already taken place with additional opportunities scheduled. The campus has graduated 5 students and 2 more are only 2 credits from graduating as of January 11th.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Campus Spring benchmark data was shared from Spring assessments: ELA 1 = 25% (surpassed goal of 23%), ELA II = 25% (missed goal of 43%), Algebra I = 53% (missed goal of 93%), History = 62% (exceeded goal of 60%), and Biology = 20% (missed goal of 23%). The campus Criterion writing software is showing significantly more scores of 3 and 4 since the Fall reports for ELA II and more 2-3s for ELA I that were mostly 1-2s in the fall semester with all initial testing students using the program. The new ELA teacher is in place, the co-planning, modeling, and team teaching has improved the history and math teachers' skills. The Literacy period has been continued and been faithfully implemented through out the 3rd quarter. Teacher planning, co-planning and team teaching has increased through out the 3rd quarter and is verified by the reports from the PSP and the external district staff supporting the core area state tested courses. Attendance is slightly better and engagement in core instruction has improved as documented by walkthroughs and external observations. The campus now has 23 graduates as of the end of the 3rd quarter.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	The campus faculty and staff assisted students in making significant progress in improving performance in assessed content areas and towards graduation. The number of seniors graduating this year was lower than last year due to smaller enrollments but the percent of graduates was almost 97% (40 of 41 eligible candidates). More students graduated with distinguished levels of achievement and more were 3-year graduates than last year, also an indicator or accruing more credits this year than last year. Attendance was high during testing (almost 100%) and regular attendance improved from 69.65% in the 4th six weeks to 73.64% the final six weeks. ELA writing performance did improve over during the second semester and all teachers continued to implement the Literacy period that was closely supervised and supported by the campus administration and hired curriculum consultant.
Are you on track to meet the annual goal?	Progress Made, but Behind Schedule	Are you on track to meet the annual goal?	Right on Target	Are you on track to meet the annual goal?	Right on Target	Did you meet your annual goal?	No, but Made Significant Progress
What, if any, adjustments must be made in order to meet the annual goal?	Campus is changing from PEG Writing to Criterion software that appears to provide better feedback aligned to EOC ELA while still supporting TSI preparation.	What, if any, adjustments must be made in order to meet the annual goal?	The campus continues to refine the implementation of the Literacy/Advocacy period and is adding reading and writing sessions into the schedules of those students who will be testing for ELA I or II in April. A portfolio of instructional materials started to be used in January to ensure that students who are absent do not have instructional gaps and are supported by supplemental staff. Campus leadership will be participating in Region One Networks of Excellence training this Spring to help build turnaround leadership capacity.	What, if any, adjustments must be made in order to meet the annual goal?	Biology has not fared quite as well as English because the long-term substitute is no longer available and the actual teacher is still out most of the time. The campus is working with campus and district staff to provide what supports are feasible. The staff are hopeful that the changes in the 2019 Accountability for AEA campuses will also help them be recognized for progress that has been made this year.	What, if any, adjustments must be made in order to meet the annual goal?	Although the campus performance for meets grade level did not reach the annual goal, 100% of the students taking the Algebra I EOC in Spring 2019 did reach Approaches level. For ELA I, 36% passed at approaches grade level and for ELA II, 53% passed at approaches. In Biology, 71% were at approaches, and for US History, 73% were at approaches.

End of Year Reporting

Provide the data that supports your 4th quarter	2019 May EOC Preliminary results indicate that the Algebra I Meets performance for the 7 students tested was 71% which exceeded the	If you <u>did</u> meet your annual goal, to what do you attribute your success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy	<input checked="" type="checkbox"/> (Specific) Interventions <input checked="" type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround	Please provide additional information for the selection of	The campus set very ambitious goal levels for the math and ELA areas and missed the full attainment in ELA. Also, as mentioned before, there were some staff delays and some struggles in beginning to implement new software supports that may have been
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<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	031-901	Brownsville ISD	031901127	Lincoln Park High School, EOY submitted 6-26-2019

Needs Assessment Summary and Improvement Plan

status of this annual goal.	goal of 50%; however, the ELA I meets for the 14 tested students was only 21% and for ELA II, with 16 students tested, was only 19%.	If you did not meet your annual goal, to what do you attribute your lack of success?	<input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> Training <input checked="" type="checkbox"/> Other	For the selection of Other or for any selected elements.	contributing factors in not fully meeting the annual goal. The campus implemented new software programs and had several critical staff changes that did make improvements but just not enough time to bring success in all areas for all students.
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Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.

The campus continues to work with retesters in June to assist them in passing the EOCs or become eligible to complete IGC projects to be able to graduate in August or get back on track with their cohorts. In addition, the district will be returning the campus to be a programmatic school of choice status in August. This will mean removing the campus from AEA accountability with all student attendance and assessment data being included in the students' "home" campus. The faculty and staff are much more cognizant of "what works" for their student population and are eager to implement the successful strategies and activities starting at the very beginning of the next school year with the fully qualified staff in place for all tested areas. The Literacy/Advisory Period will be continued along with the increased emphasis on supporting the computer-based instruction with direct instruction interventions.

Problem Statement 2:		Annual Goal:	<Enter text>
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Root Cause 2:	<Enter text>	Strategy:	<Enter text>
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Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
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Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	<Enter text>
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Interventions by Quarter

Q1 (Aug, Sept, Oct) <i>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</i>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	