

*\* 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>
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### CAMPUS - Data Analysis Summary

<b>Instructions:</b>	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.
<b>Definition/Purpose:</b>	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.
<b>Summary of Findings:</b>	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

<b>Index 1 - Student Achievement</b>	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)							
	<b>Index 1 - Student Achievement</b>	<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>	<b>Student Group</b>	<b>Content Area</b>					
			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.									
<b>Index 2 - Student Progress</b>	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.									

<b>Index 3 - Closing Achievement Gaps</b>	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.		
<b>Index 4 - Postsecondary Readiness</b>	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)

<p><b>Academic Performance</b></p>	<p>Domain reports, prior year academic performance reports, and teacher input on student academic performance.</p>
<p><b>Use of Quality Data to Drive Instruction</b></p>	<p>The Campus Leadership Team examined multiple sources and types of data to develop the Targeted Improvement Plan.</p>
<p><b>Leadership Effectiveness</b></p>	<p>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.</p>
<p><b>Increased Learning Time</b></p>	<p>The prior year bell schedule was examined and revised to increase intervention and support time during the regular school day.</p>
<p><b>Family and Community Engagement</b></p>	<p>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.</p>
<p><b>School Climate</b></p>	<p>School climate survey data was positive for 2017-2018.</p>
<p><b>Teacher Quality</b></p>	<p>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.</p>

### 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.				
<b>Problem Statement 1:</b>	Which Index(es) does this problem statement address?  Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<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	<b>Student Group</b>	<b>Content Area</b>
			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.>				
<b>Problem Statement 2:</b>	Which Index(es) does this problem statement address?  Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<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	<b>Student Group</b>	<b>Content Area</b>
			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			

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	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.

<b>Problem Statements (PS):</b>  <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>	<b>PS 1:</b>	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	<b>Root Cause 1:</b>	Need for more instructional interventions and supports for students to increase student success.
	<b>PS 2:</b>		is occurring because of Root Cause #2	<b>Root Cause 2:</b>	<Enter text>
	<b>PS 3:</b>		is occurring because of Root Cause #3	<b>Root Cause 3:</b>	<Enter text>
	<b>PS 4:</b>		is occurring because of Root Cause #4	<b>Root Cause 4:</b>	<Enter text>
	<b>PS 5:</b>		is occurring because of Root Cause #5	<b>Root Cause 5:</b>	<Enter text>
	<b>PS 6:</b>		is occurring because of Root Cause #6	<b>Root Cause 6:</b>	<Enter text>
	<b>PS 7:</b>		is occurring because of Root Cause #7	<b>Root Cause 7:</b>	<Enter text>
	<b>PS 8:</b>		is occurring because of Root Cause #8	<b>Root Cause 8:</b>	<Enter text>
	<b>PS 9:</b>		is occurring because of Root Cause #9	<b>Root Cause 9:</b>	<Enter text>
	<b>PS 10:</b>		is occurring because of Root Cause #10	<b>Root Cause 10:</b>	<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>
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### Needs Assessment Summary and Improvement Plan

<b>Problem Statement 1:</b>	Only 4% of students met the ELA/Reading Target and only 9% of students met the Mathematics Target for Domain 3.	<b>Annual Goal:</b>	Increase performance to 50% to meet the state targets for 2019-2020.
<b>Root Cause 1:</b>	Need for more instructional interventions and supports for students to increase student success.	<b>Strategy:</b>	Professional development, targeted interventions, best practices, supports
<b>Index Number:</b>	<input type="checkbox"/> <b>Not Applicable</b> <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		
<b>Critical Success Factors (CSFs)</b> <b>ESEA Turnaround Principles (TPs)</b> <b>Major Systems</b>	<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	<b>How will addressing this root cause impact the index/indicator/CSF?</b>	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)	
<b>Q1 Goal:</b>	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%.	<b>Q2 Goal:</b>	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%.	<b>Q3 Goal:</b>	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%.	<b>Q4 Goal:</b>	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.

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### 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. 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 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 <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		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>			

<b>Problem Statement 2:</b>		<b>Annual Goal:</b>	<Enter text>
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