Brownsville Independent School District

Lincoln Park School

2016-2017 Campus Improvement Plan

LINCOLN PARK
ALTERNATIVE HIGH SCHOOL

"School of Choice"

Mission Statement

Lincoln Park students will become self-sufficient and independent citizens in a multicultural 21st century society who will pursue a postsecondary education and/ or be adequately prepared for the world of employment by implementing a well-rounded curriculum that emphasizes academic excellence, career skills, character education and by providing a positive, safe and motivating learning environment that promotes respect for self and others.

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

Data Sources Reviewed:

- EOC Scores
- TAKS Scores
- PEIMS Reports
- Benchmarks
- Parent Meeting Surveys
- PRS Reports

Areas Reviewed:

- Demographics
- Student Achivement
- School Culture and Climate
- Staff Quality and Professional Development
- Curriculum, Instruction, and Assessment
- Family and Community Involvement
- School Context and Organization
- Technology

Summary of Needs:

- Additional teachers to meet the increased number of ELL and Special Education students.
- Improved attendance rates
- Provide student incentives for improved attendance, behavior, and grades.
- Improved TAKS/EOC/STAAR Scores

- Create EOC Review courses and grade level/course specific classes for tested areas.
- Update Library with current, high interest, and varied levels of reading material.
- Reinstate tutorials
- Direct Instruction is needed to meet the demands and rigor of EOC.
- Family outreach programs and activities are needed to increase parental involvement.
- Ongoing Professional Development is needed to incorporate technology into the classroom.
- Professional Development on Differentiated Instruction strategies to meet student needs.
- Improved technological resources such as Mobi Pads, projectors, TI-Inspire Calculators.

Demographics

Demographics Summary

The student population at Lincoln Park Alternative High School is approximately 151 and serves At-Risk students in grades 6 through 12. According to the PEIMS Data Review of our campus profile, 99% of the student population is Hispanic and 96% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 20% are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, 5.9% of our students are in the special education program and approximately 8% are migrant students. The attendance rate for the school year was 71.5% and 90% of the high school seniors enrolled at Lincoln Park graduated.

Demographics Strengths

- Experienced staff (89% of staff have 5 or more years of experience)
- Low Turn-over rate for teachers
- Low student/teacher ratio

Student Achievement

Student Achievement Summary

End-of-Course All Students Summary:

ENG I: %

ENG II: %

ALG: %

BIO: %

US HIST: %

6th-8th Grade All Students STAAR Summary:

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

Writing: 7th Grade (N/A)

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

Science:8th Grade(35%)

Social Studies: 8th Grade (50%)

Student Achievement Strengths

1. Teachers helped students succeed (SQ11). Over 70 girls graduated last school year.

2. Data is used to drive instruction and monitor student progress.

3. EOC Review classes have been established.

4. Home Instruction is provided to ensure continuous learning.

5. Self-paced, computer assisted (A+ and Compass) and off-site instruction is provided to meet student needs.

6. 100% of Senior students apply for FAFSA.

7. Students are provided with scholarship applications.

8. Home visits are made to encourage and increase attendance.

9. Teachers are allocated monies for general school supplies.

10. Daycare services are available for infants ages 4 weeks to 17 months.

Student Achievement Needs

1. Improved EOC/TAKS/STAAR Scores.

2. Improved Graduation rates.

3. Improved attendance rates

4. Internet broad-band mobile data connection for Home Instruction teachers (hot spot).

5.Create EOC Review courses beginning in August and grade level/course specific classes for tested areas.

6. Provide attendance incentives.

7. Implement an attendance policy.

8. Improve EOC performance in all student populations. In all content areas.

9. After school tutorial will be needed to improve EOC scores. Transportation will be provided for all students.

10. Participate in district initiatives such as: history fair, art competitions, mock trial, and student ambassador.

School Culture and Climate

School Culture and Climate Strengths

1. High Expectations for students and teachers is maintained.

2. Teachers are involved in the decision making process (TQ17).

3. Teachers and students feel supported by Administration and treated with respect by all staff members (TQ15 & SQ23).

4. Students and Staff feel this is a safe and secure campus with effective programs and without drug, discipline, or bullying problems (SQ22)

5. Students feel a sense of belonging to campus and feel safe. (SQ32)

6. Teachers know the students, care about them, and provide help to all of their students (SQ24).

7. Administration schedules student/parent conferences for all students that have excessive absences or behavioral issues.

School Culture and Climate Needs

1. Increase student motivational activities.

2. Provide students with incentives to encourage active participation in all school activities.

3. Provide motivational incentives to students for improved attendance, behavior, and grades.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

The current staff at Lincoln Park Alternative High School is comprised of 21 teachers, 2 campus administrators, 2 counselor, 1 Security Officer,1 day care director, 1 nurse, 3 professional support personnel, 7 non-classroom staff, and 3 educational aides. The ethnicity of the Lincoln Park Alternative High School staff is diverse with 95% Hispanic, 5% Caucasian, and 0% African American. The teaching staff is also 33% male and 67% female.

Staff Quality, Recruitment, and Retention Strengths

1. 100% of the teachers agree that professional development provides knowledge, skills, and strategies necessary to improve instruction (TQ31).

2. Lincoln Park School has a high number of experienced staff 89% of them have 6 or more years of teaching experience (TQ3).

3. Our school has a high teacher retention rate.

Staff Quality, Recruitment, and Retention Needs

1. Additional training and support for instructional technology is needed (TQ29).

2. Collaboration training to implement into instruction (SQ9).

3. Provide professional development on differentiated instructional strategies to meet the diverse needs of learners.

4. Strengthen teacher collaboration through departmental planning.

5. Set new campus goals.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The students of Lincoln Park Alternative High School are recipients of a well-balanced curriculum. Courses are offered in every subject area necessary for college admission, as well as a diverse range of elective and career and technology courses. The instructional programs include academic core subjects at various levels. Lincoln Park Alternative High school also has a “school within a school” construction technology program that not only serves Lincoln Park students but also students from four other high schools who don’t have this program available. Students are able to take Mill and Cabinet Making Technology and Practicum in Construction Management. About 5% of our students are enrolled in this program. As part of this program, students are offered an opportunity to participate in extracurricular activities through Skills USA youth leadership club. A number of Lincoln Park students have won first place at district and state for their furniture projects. Our students have advance to state twice through community service projects. Because of Skills USA and other class activities involving advanced technology, our students have received national and international recognition. Another program offered to our students is the Texas Association of Future Educators or TAFE. TAFE is a curricular statewide non-profit student organization created to allow young students an opportunity to explore the teaching profession. TAFE is one of the nine Career and Technical student Organization (CTSO) recognized by the Texas Education Agency. About 15% of our students are enrolled in this program and some have also advanced to state. Students at our school also have access to three graduation plans: the Minimum, Recommended, and Distinguished Achievement Graduation Plan. All students are required to meet the passing standard of the mandated assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR) and Texas Assessment Knowledge Skills (TAKS).

Curriculum, Instruction, and Assessment Strengths

1. Teachers agree that the campus does a good job of implementing district instructional frameworks (TQ12) and meeting the needs of diverse populations (TQ13).

2. All teachers use test results to drive and improve instruction (TQ27).

3. All students agree that they are learning, interested in classes, and are challenged here at Lincoln Park (SQ6).

4. All students feel Lincoln Park School is preparing them for state exams and to succeed after graduation (SQ8).

5. Students are provided information over a variety of existing services and programs including health services through the school nurse dealing with prenatal screening and medical support.

6. 0n-campus presentations are scheduled on a monthly basis over a variety of topics.

7. College & Career Fairs are scheduled for all girls to increase college awareness.

Curriculum, Instruction, and Assessment Needs

1. Library needs to be updated with current, high interest and varied levels of reading and research materials (TQ30). Most students do not utilize the library (SQ15).

2. Classroom teachers need reading material to supplement their instruction.

3. Supplemental Instructional Resources and materials need to be available such as STAAR Review workbooks (TestChamps, Jarrett) for all subjects. School supplies such as white boards, xerox paper, pens, and pencils need to be sufficient to last the entire school year.

4. EOC/TAKS/STAAR/ and TELPAS scores and passing rates need to improve.

5. After school and Saturday tutorials need to be reinstated to improve state assessments passing rates.

6. Students need to become aware of possible careers, encouraged to set goals, and be provided with assistance with college and job applications.

7. Improve testing scores through homogeneously grouped students in classes that are testing by creating a master schedule to accommodate these classes.

8. Increase differentiated instruction to meet the needs of all students with the use of technology. Projectors, smart boards, document cameras, and mobi-pads need to be purchased.

9. Set new campus goals.

10. Science Lab room needs to be set up, maintained and updated equipment must be purchased in order to be fully functional.

11. Teaching materials such as charts, DVDs, teaching models, information brochures on prenatal and postpartum health issues related to pregnancy need to

be available for students.

12. Migrant Students need additional supplies such as writing paper, pens, backpacks, hygeine products and clothing in order to be successful in the classrom.

Family and Community Involvement

Family and Community Involvement Summary

Increase Parental Involvement Participation by 10%.

Family and Community Involvement Strengths

1. Open House attendance incentives increased Parental Participation for Open House held in October.

2. Family activities done through daycare center encourage parent participation.

3. Home visits are a strength for both home instruction and attendance purposes.

4. Parent Liaison makes home visits upon request from the staff and administration.

5. Administration is in communication during registration and throughout the year.

Family and Community Involvement Needs

1. Parental Involvement needs to be increased (TQ28). (5.1.2)

2. Increase community and district awareness of LPS programs and successes. (5.1.3)

3. Family outreach programs and activities need to be implemented to increase parental involvement. (5.1.3)

4. Various presentations to increase community awareness of programs at LPS will be implemented and KBSD and other district sources will be utilized to increase district and community awareness of the programs and successes of LPS. (5.1.3)

5. 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 need to be available at all campuses. (2.1.1)

School Context and Organization

School Context and Organization Strengths

1. All teachers agree that they are involved in the decision making process at LPS (TQ17).

2. All teachers agree that they are supported and respected by Administration and staff.

3. Strong Leadership and Decision Committees.

School Context and Organization Needs

1. Improve Master Schedule to allow for test/grade specific grouping for increased direct instruction and improved state testing results.

2. Master Schedule will be changed to accommodate test/grade/course specific grouping of students.

3. Additional PD is needed in the areas of Technology and Differentiated Instruction to meet the needs of all students.

4. PD training sessions will be provided for all teachers in areas of need.

5. Direct instruction is needed to meet the demands and rigor of EOC

6. In-district and out of district conferences/ inservices (eg. TACSAP, Texas Campaign on Teen Pregnancy, etc.) dealing with teen pregnancy issues

Technology

Technology Summary

Lincoln Park Alternative High School is technologically driven. The accelerated curriculum is delivered via computer software such as A+ and Compass Learning Software. Although our school relies heavily on technology, most of the technology that is available is outdated.

Technology Strengths

1. Teachers use technology to help them learn better (SQ17).

2. Ample educational software is available.

3. Computer Lab has been established for testing or presentation usage.

4. Office has availability of capital assets funding to enhance technology.

5. Website is up to date and provides valuable information for parents and teachers.

Technology Needs

1. Most teachers stated a need to improve technology for students (TQ6)

2. Equality in technology between LPS and all other High Schools is needed to allow smooth transitions between schools and assurance that every student is given the best educational experience available.

3. Professional Development for Technology is needed to increase effective technology used for instruction. Teachers need to participate in at least 6 hours of technology development through Technology Services workshops, Project Share

4. Improved technological resources need to be available for student and teacher use such as upgraded computers, Mobi Pads, projectors, TI-Inspire calculators, document cameras etc.

5. Increase flexibility with accountability in using Compass Learning as an instructional tool.

6. Ink for all classroom and office printers must be available.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Highly qualified staff data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

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

Summative Evaluation: PEIMS Attendance Reports, STAAR/EOC, TAKS scores, and Graduation Rates

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 1) Teachers will provide support for all ELLs through the use of linguistic accommodations, ELPS, TLI cognitive strategies and differentiated instruction. Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: August 2016- June 2017 ongoing CNA pg # 15	9	LPAC Chair and Administrator, English Department Chair, TLI Teacher Specialist	Formative:benchmark scores, observations, TLI strategies, Lesson Plans Summative: Increase passing rate in STAAR/EOC exams, TELPAS				
	Funding Sources: Federal Bilingual - $750.00, State Bilingual - $750.00						

State System Safeguard Strategy **Critical Success Factors** CSF 1 2) All teachers will incorporate reading and writing tasks in their respective subjects to support students' writing development. Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: August 2016- June 2017 everyday CNA pg# 11 & 15	2	Administrator for State Compensatory Education, Teachers, Principal, Assistant Principal, TLI Specialist	Formative:Lesson Plans, Walk-throughs, Writing portfolios; Progress Reports Summative: Increase passing rate in STAAR/EOC exams, TELPAS				
	Funding Sources: State Compensatory - $1000.00, State Compensatory - $1124.00, State Compensatory - $3023.00						
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 3) ELA/ESL teachers will provide intensive data driven review classes or test preparation classes for EOC/TAKS testers. Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Review Classes: August 2016-June 2017 CNA pg # 8	2, 8, 9	ELA Department Chair, ESL and ELA teachers, School Administration, and Administrator for State Compensatory Education	Formative:Lesson Plans, Master Schedule, benchmark scores Summative: STAAR Scores, Attendance Rates, Graduation Rates, Increase passing rate in STAAR/EOC exams, TELPAS				
4) Accelerated Instruction in the foundation curriculum will be provided during extended day and week tutorial program in order to improve at-risk student achievement. Additional resources and supplies for afterschool tutorial will need to be purchased. Population: AR Timeline: September 2016-May 2017	2, 3, 9	Campus Administration, Administrator for State Compensatory Education	Formative: eSchoolPLUS tutorial schedule, tutorial lesson plans, classroom observations, student progress reports, benchmark scores Summative: STAAR, Graduation Rate, Retention Rate, Dropout Rate, Completion Rate				
	Funding Sources: State Compensatory - $1803.00, State Compensatory - $600.00, State Compensatory - $1571.00						

5)) Gifted and Talented (GT) learners will be serviced through the GALAXY (GT) program to develop their critical and creative thinking, problem solving and decision making skills appropriate for gifted learning. Instructional strategies that add depth and complexity through Kaplan's Differentiation Model must accommodate the unique needs of the gifted and talented learner. GT teachers must have professional development that includes 30 GT Core hours prior to their GT class assignment and a minimum of 6 GT Ongoing hours annually.		Assistant Superintendents, C&I Administrators, Advanced Academics Administrator, Advanced Academics Lead Teachers, Principals, Deans, & Campus GT Teachers K through 12th grade	Summative Evaluation: * eSchoolPlus generated Master Schedule * GT Compliance Report * ERO Transcripts * Student Performance Record (SPR)				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 2: 90% of the Exit Level retesters will demonstrate mastery on TAKS Assessment in mathematics. 40% of the Exit level retesters taking the TAKS mathematics exam will achieve commended performance. A minimum of 90% of mathematics students will achieve a Level II Recommended Performance on STAAR/EOC mathematics assessments. A minimum of 40% of students will achieve a Level III Advanced Performance.

Summative Evaluation: PEIMS Attendance Reports, STAAR/EOC, TAKS scores, and Graduation Rates

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
State System Safeguard Strategy **Critical Success Factors** CSF 1 1) Implement effective data driven math curriculum to target TAKS objectives and/or STAAR- EOC reporting categories according to the district's improvement plan strategies and actions to increase AYP (2.1) Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: Aug 2016- June 2017 CNA pg # 14	2, 9	Math Teachers, Math Specialists, Principal, Assistant Principal, and Counselor, Administrator for State Compensatory Education	Formative:Classroom Observations, Benchmark results, teacher made assessments. Summative: STAAR Scores, Attendance Rates, Graduation Rates, Increase passing rate in STAAR/EOC exams, TELPAS				
	Funding Sources: State Compensatory - $3150.00						
State System Safeguard Strategy **Critical Success Factors** CSF 1 2) Primary testers and re-testers will be provided with review sessions during the school day, at least one week before taking the math portion of the TAKS test, the Math STAAR test for middle school, and the STAAR Algebra I EOC test for an intensive review. Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: Aug 2016- June 2017 Review Sessions: Monday-Friday 4 weeks before the state assessments CNA pg# 8	2, 8, 9	Principal, Assistant Principal, Math Teacher, and Administrator for State Compensatory Education	Formative:Classroom Observations, Benchmark Results, Progress Reports Summative: Increase passing rate in STAAR/EOC exams, TELPAS, and Graduation Rates				
	Funding Sources: No Funds Required						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

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

Performance Objective 3: A minimum of 90% of students taking the TAKS science exam will demonstrate mastery. A minimum of 40% of students taking the TAKS science exam will achieve commended performance. A minimum of 75% of Biology students will achieve a Level II Satisfactory Performance on the STAAR EOC assessment. A minimum of 30% of Biology students will achieve a Level III Advanced Performance.

Summative Evaluation: PEIMS Attendance Reports, STAAR/EOC, TAKS scores, and Graduation Rates

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 4 CSF 7 1) Implement Best Practice Instructional Strategies to improve individual student science achievement including: -Data Analysis -Word Walls/Voc. Building -Computer Based Learning -Problem Solving & Critical Thinking -Inquiry Learning -Cooperative Learning -SIOP (ELL) Strategies -SpEd Strategies -Intervention Strategies Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: Aug 2016- June 2017 CNA pg # 15	2, 9	Administration, Science Teachers, and Administrator for State Compensatory Education	Formative:Observations/Walkthroughs,Benchmark Results, Student Progress Charts, Improved Scores on Benchmarks (MS & Biology), Improved overall and Objective scores on Practice tests Summative: Increase passing rate in STAAR/EOC exams and Graduation Rates				
	Funding Sources: State Compensatory - $3150.00						

Critical Success Factors CSF 1 CSF 4 2) Provide differentiated learning opportunities to improve student performance on MS STAAR Science, EOC Biology, and TAKS Science EXIT Exams by providing: -EOC Biology Review Course -Pull-out Review Sessions -After school tutorials -Differentiated instruction	1, 2, 9	School Administration, Science Teachers, , and Administrator for State Compensatory Education	Formative:Course Attendance Sheets, Pull-out schedules and Attendance sheets, Observations/ Walkthroughs, Student Progress Charts, Benchmark Scores Summative: Increase passing rate in STAAR/EOC exams				
Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: August 2016- June 2017 CNA pg # 14	Funding Sources: No Funds Required						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

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

Summative Evaluation: PEIMS Attendance Reports, STAAR/EOC ,TAKS scores, Graduation Rates

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 1) Implement a standard Social Studies based curriculum that will be achieved by: data analysis, Sheltered Instruction (Focus on Reading Strategies) Vocabulary Enrichment A+ Textbook integration ESL Strategies (Cognates) Reading & writing strategies / (prediction, inference, summarizing, paraphrasing & researching) Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: Aug 2016- May 2017 CNA pg # 14	2	Administration and Social Studies Teachers	Formative:Classroom Observations/Walkthroughs, Classroom Test results, Benchmark Assessments, Credits earned Summative: Increase passing rate in STAAR/EOC exams, TELPAS, and graduation rate				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 1 CSF 7 2) In order to increase student's academic performance, Social Studies teachers will follow the aligned instructional timelines for the course(s) they are teaching. Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: August 2016-June 2017 CNA pg #13		Administration, Social Studies Department Chair, SS Teachers, and the Administrator for State Compensatory Education	Formative:Lesson Plans, walk-through observations, curriculum framework document Summative: STAAR/EOC and Telpas scores, Increased attendance and graduation rates.				
	Funding Sources: State Compensatory - $3150.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

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

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

Summative Evaluation: Individualized Education Plan, Inclusion Teacher log, 10% increase in EOC/STAAR results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
State System Safeguard Strategy **Critical Success Factors** CSF 4 CSF 7 1) 1) Utilize the ARD process to place all special education students in the proper assessment and in the least restrictive environment. Provide appropriate transition planning for students with disabilities, including information regarding access to community services and agencies. Population: Special Education Students Timeline: Aug 2016- June 2017 CNA pg# 14 &17	3, 9	Principal, Asst. Principal, Counselors, Home Instruction, Homebound, Campus Teachers, PEIMS Admin., ARD Committee, Nurse	Formative: Administrative walk throughs, lesson plans, IEPs Summative: increase at-risk Attendance Rate, increase in at-risk student Graduation Rate, increase in at-risk student Completion Rate				
	Funding Sources: SPED - $500.00						
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 2) Provide SPED Homebound Instruction services to eligible students during prenatal and postpartum bed rest periods. Population: Special Education Students Timeline: Aug 2016-June 2017 CNA pg #8	3	Principal, Asst. Principal, Counselors, Homebound, Home Instruction, Campus Teachers	Formative: Benchmark Scores Student Progress Reports Summative: STAAR scores, Attendance Rates, Increase Graduation Rate				
	Funding Sources: SPED - $450.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.

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

Summative Evaluation: PEIMS Attendance Reports, STAAR/EOC Scores, Graduation Rates, Dropout Rates

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Provide HS/MS district nurses information brochures and pamphlets on prenatal and postpartum healthcare issues for eligible pregnant and parenting students in order to improve at-risk student attendance and reduce the dropout rate. Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: Aug 2016-Oct 2017 CNA pg # 14 & 15	2, 4	Office of Pregnancy Related Services at Lincoln Park School	Formative:Student Enrollment at Lincoln Park and in the PRS Expansion Program Summative: Graduation Rates, Dropout Rates, Attendance Rates, STAAR EOC scores				
	Funding Sources: State Compensatory - $255.00						
Critical Success Factors CSF 1 CSF 2 2) Provide prenatal screening and medical support to Lincoln Park students in order to improve attendance, academic achievement, and reduce the dropout rate. Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: Aug 2016-June 2017 CNA pg # 14	1, 2	Campus Administration, Administrator for State Compensatory Education, Special Programs Administration, BISD Health Services, School Nurse	Formative:Campus Medical Records, Nurse sign-in sheets, Credit Count, Transcripts Summative:STARR Scores, Attendance Rate, Retention Rates, Graduation Rates, Completion Rates				
	Funding Sources: State Compensatory - $700.00						

3) Provide Compensatory Education Home Instruction (CEHI) academic services to eligible students during prenatal and postpartum bed rest periods in order to improve student achievement, attendance and reduce the dropout rate. Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: Aug 2016-June 2017 CNA pg # 8, 14 &17	3, 9	Campus Administration, State Comp. Administration, Special Programs Administration, CEHI Teachers, and Administrator for State Compensatory Education	Formative:CEHI/PRS Student Contact Logs, CEHI/PRS Mileage Summative: STARR Scores, Attendance Rate, Retention Rate, Graduation Rate, Completion Rate				
	Funding Sources: State Compensatory - $5805.00, State Compensatory - $750.00						
4) Provide small group tutorial sessions Monday thru Friday and Saturdays as needed for migrant students to work on assignments, regain credits, complete projects and obtain tutorial assistance for class work for Priority For Service (PFS) students who have failed one or more sections of the TAKS./ EOC Population: Migrant Students Timeline: Monday-Thursday every week until the end of the school year CNA pg # 14		Principal, Assistant Principal, and Counselors, Teachers, Home Campus Migrant Teacher	Formative: Progress reports, tutorial logs, report cards, observations Summative:STAAR Scores, Attendance Rate, Retention Rate, Graduation Rate, Completion Rate				
	Funding Sources: No Funds Required						
5) Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: Identification of at-risk students via state and local criteria, Graduation Rate, Completion Rate, and Dropout Rate Survivor Manual, Graduation Cohorts, Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance Population: Elementary, Middle and High School AR Students Timeline: August 1, 2016 - June 5, 2017 CNA # 16	4	Principal, Assistant Principal, Area Assistant Superintendent, Administrator for State Compensatory Education, Administrator for Special Programs.	Formative: Progress reports, 6 weeks grades Summative: Graduation Rates, Dropout Rates, STAAR scores, Attendance Rates,				
	Funding Sources: State Compensatory - $500.00						

6) A food pantry and clothes closet will be implemented at the campus to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: Elementary, Middle and High School AR Students Timeline: July 1, 2016 - June 30, 2017 (As needed)	4	Administrator for State Compensatory Education, Administrator for Special Programs	Formative: ERO Session Evaluation Report, ERO Session Attendance Report, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative: STAAR, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate				
	Funding Sources: No Funds Required						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.

Performance Objective 2: The District will provide all students with skills necessary to be competitive in the job market by developing flexible curricula responsive to emerging and/or high demand technical careers.

Summative Evaluation: Program of study, enrollment of students in CTE courses, EOC/TAKS scores, List of student certifications

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) CTE students will be given the opportunity to participate in community field trips to reinforce curriculum through real life experiences. Population: CTE Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP Students Timeline: 1 field trip per semester		CTE Teachers, CTE Administrator, Principal, Department Head	Formative:Lesson plans, observations Summative: CTE certifications, Attendance Rate, Graduation Rate, Dropout Rate				
	Funding Sources: No Funds Required						
2) Students will be given the opportunity to obtain careerrelated industry certifications through coursework. Population: CTE Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP Students Timeline: August 2016- June 2017 (as courses are completed by students)		Career Placement Officer, Counselor, CTE Teachers, CTE Administrator, Principals	Formative:Lesson Plans, Progress Reports, Walk-through Observations Summative: Student Certifications acquired, Graduation Rate, Dropout Rate, Attendance Rate				
3) Students will be recognized for career & technical academic achievements. Population: CTE Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP Students Timeline: 2nd semester District CTE Award Night	6	CTE Teachers, CTE Administrator, Principal, Department Head	Formative:Lesson Plans, Progress Reports, Walk-through Observations Summative: Student Certifications acquired, Graduation Rate, Dropout Rate, Attendance Rate				
	Funding Sources: No Funds Required						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: The students will be encouraged and challenged to meet their full educational potential.

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

Summative Evaluation: STAAR/TAKS Scores, Graduation Rate, Completion Rate, Drop Out Rate, Apply Texas Applications, FAFSA Applications, Scholarship Applications

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 4 1) All students will be Provided Career Counseling / Work Force Readiness; with available career resources, career contact presentation & support student career pathways from their home campuses with curriculum availability. *TSTC/ TSC field trip Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: Sept 2016-May 2017 CNA pg #14	4	Counselors	Formative: student job applications completed, resumes, Progress reports, Summative: Graduation Rate, Dropout Rate, Attendance Rate				
	Funding Sources: Local - $100.00, Local - $300.00						
Critical Success Factors CSF 1 CSF 4 2) All students will be provided Advanced Post Secondary Readiness: (College and or Vocational Field); assist with selection of a college/ vocational school of choice. Fill out applications, college essays, and requirements. Meet all deadlines, prepare students for college entrance exam. (SAT/ACT/TSI). Administer the Texas Success Initiative Exam on campus. Complete financial aid application (FAFSA)/search and complete scholarship applicable for individual students. *University Day Field Trip Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: Jan 2016-May 2017 CNA pg #14		LP Counselors and Home Campus Counselors (Fee Waivers provided by the home campus.)	Formative: Walk-through observations, progress reports Summative: TSI scores, Graduation Rate, Attendance Rate, Dropout Rate				
	Funding Sources: No Funds Required						

Critical Success Factors CSF 6 3) All students will be provided a Guidance Intervention Program focused on health, wellness and responsible behavior: which will include practices of a safe drug free and supportive environment, anti- bullying, and planning/goal setting through Individual and Group Counseling. Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: Sept 2016-May 2017 CNA pg # 10		Counselors	Formative: Progress Reports, 6 weeks grades Summative:Graduation Rate, Attendance Rate, Dropout Rate				
	Funding Sources: No Funds Required						
4) Strategies to attract high-quality teachers to high needs schools will include paying stipends for attainment of a Master's Degree, stipends for math, science and social studies, free health insurance. Population: All teachers Timeline: August 2016- May 2017	5	Administration, Administrator for State Compensatory	Formative: Winocular list Summative: STAAR/EOC Scores, Graduation Rate, Attendance Rate, Dropout Rate				
	Funding Sources: No Funds Required						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: The students will be encouraged and challenged to meet their full educational potential.

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

Summative Evaluation: PEIMS Report, PRS attendance logs

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 5 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. Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: Year round (Ongoing as it is necessary) CNA pg # 8	1	Parent Liaison, Teachers, Counselor, Nurse, Administration, and Administrator for State Compensatory Education	Formative: daily attendance report and progress reports Summative: Attendance Rate, Graduation Rate, Dropout Rate				
	Funding Sources: State Compensatory - $1125.00						
Critical Success Factors CSF 1 CSF 4 CSF 5 2) The principal will hold a conference with students having excessive absences. If the problem continues a second conference will include parent, spouse or guardian. Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: Year round (Ongoing as it is necessary) CNA pg #10	2, 6	Principal, Parent Liaison, Teachers	Formative: Attendance logs, parent conferences, negative student status reports Summative: Attendance rates, Graduation Rates, Dropout Rates				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 1 CSF 4 CSF 6 3) Reward students for improved attendance with popcorn and movie day. Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: At the end of every 6 weeks CNA pg # 8	1, 2	Principal, Teachers	Formative: Attendance logs, weekly sign-in sheet Summative: Attendance percentage, Graduation Rate, STAAR EOC , TELPAS Scores				
	Funding Sources: No Funds Required						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: School campuses will maintain a safe and disciplined environment conducive to student learning.

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

Summative Evaluation: Counselor's, Social Worker's and Nurse's documentation, CPS referrals

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
Critical Success Factors CSF 6 1) Lincoln Park Administration will conduct a fall and spring assembly for all students on the topic of discipline. Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: One assembly per semester CNA pg # 10	1	Principal Assistant Principal Counselors	Formative:,Discipline Reports, Daily Attendance Summative: STAAR SCORES, Attendance Rates, Graduation Rates, Dropout Rates				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 6 2) All LP Staff will provide effective interventions for incident reports and student outcries. Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: On going; as needed CNA pg # 10	1	Principal, Assistant Principal, and Counselors	Formative:Daily Attendance, Incident Reports Summative: STAAR SCORES, Attendance Rates, Graduation Rates, Dropout Rates				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 6 3) Counselors and Nurse will conduct assemblies on the following topics: Dating Teen Violence and Child Abuse, alcohol and drug use among students. Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: 1 presentation per month CNA pg # 10	1	Principal, Assistant Principal, Counselors, Social Worker, Nurse	Formative: Daily Attendance, Incident Reports, Discipline Reports Summative: STAAR SCORES, Attendance Rates, Graduation Rates, Dropout Rate				
	Funding Sources: No Funds Required						

Critical Success Factors CSF 6 4) Administration and custodial staff will ensure that the campus is safe and well kept in order to provide a learning environment that is emotionally and physically safe for the students. Timeline:Ongoing		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: State Compensatory - $2000.00, State Compensatory - $830.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: School campuses will maintain a safe and disciplined environment conducive to student learning.

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

Summative Evaluation: STAAR/EOC /TAKS Results, Course Completion Rates, Graduation Rates

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
Critical Success Factors CSF 7 1) All teachers and counselors will be afforded opportunities to attend training sessions and conferences in order to improve & impact student achievement. Population: All Teachers and Counselors Timeline: Sept 2016-May 2017 CNA pg # 16	1, 3, 4	Administration, Dept. Chairs, Teachers C&I Specialists	Formative: Observations/Walkthroughs, Student (MS) Progress Reports, Observations of Turn-around Trainings and implementation Summative: STAAR EOC Scores, Attendance Rate, Graduation Rate				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 1 CSF 6 CSF 7 2) Teachers will attend in-district and out of district conferences/ inservices (eg. TACSAP, Texas Campaign on Teen Pregnancy, etc.) dealing with teen pregnancy issues in order to gain knowledge of new strategies to enhance learning and improve at-risk student achievement, attendance, and graduation rates. Population: Teachers, Counselors and Administration of At-Risk Students Timeline: Jan 2017-March 2017 CNA pg # 16	3, 4	School Administration, PRS/CEHI Teachers, Campus Nurse, Social Worker, Daycare Director, Counselors, Administrator for State Compensatory Education	Formative: Observations/ Walkthroughs, Student (MS) Progress Reports Summative: ERO transcript, Increased Graduation Rates, Attendance Rates				
	Funding Sources: State Compensatory - $60.00, State Compensatory - $315.00, State Compensatory - $400.00, State Compensatory - $100.00						
Critical Success Factors CSF 1 CSF 2 CSF 7 3) To increase student achievement all teachers will be provided with professional development opportunities to assist with the integration of technology into their classrooms. Population: At-Risk students Timeline: Ongoing as they are provided by the district CNA pg # 16	3, 4	Teaches, Principal, Assistant Principal, TST	Summative: Lesson Plans, Walk-through and observations Formative: Increased STAAR scores, TELPAS scores, Attendance Rate, Graduation				
	Funding Sources: No Funds Required						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: School campuses will maintain a safe and disciplined environment conducive to student learning.

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

Summative Evaluation: STAAR/EOC /TAKS Results, Course Completion Rates, Graduation Rates

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
Critical Success Factors CSF 3 CSF 7 1) Campus administration will manage the instructional program and supervise operations at the campus level. Administration will provide instructional leadership to ensure that high standards of instructional service are provided by highly qualified teachers and directs the implementation of district policies and instructional programs. Population: At-Risk Students Timeline: August 2016-July 2017 CNA pg # 10 & 16	1, 3, 9	Campus Administration and Administrator for State Compensatory Education	Formative: Referral documentations, Daily Attendance, Walk-through observations Summative: STAAR Scores, Graduation Rate, Attendance Rate				
	Funding Sources: State Compensatory - $3781.00, State Compensatory - $400.00, State Compensatory - $281.00, State Compensatory - $825.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.

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

Summative Evaluation: Student evaluations, Student contracts, Graduation Rate, Day Care Yearly Calendar

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 1) Parent Liaison will conduct meetings with parents to communicate student progress and conduct home visits regarding attendance or academic issues. Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP Students Timeline: August 2015- May 2016 CNA pg # 16	6	Principal, Asst. Principal, Teachers, Counselors, Parent Liason	Formative: Daily Attendance, Progress Reports, Benchmarks Summative: STAAR Scores, Graduation Rate, Attendance Rate				
	Funding Sources: State Compensatory - $300.00, State Compensatory - $1125.00						
Critical Success Factors CSF 5 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 Population: All parents and students registered at Lincoln Park Alternative High School Timeline: August 2015- November 2015		Administration and Parent Liaison	Formative: Parental Involvement Policy, Signed SPS Compact, Daily Attendance, Progress Reports, Benchmarks Summative: STAAR/ EOC Scores, Graduation Rate, Attendance Rate				
	Funding Sources: No Funds Required						

Critical Success Factors CSF 5 CSF 6 3) Provide parenting educational sessions in partnership with district/community educators and organizations. Population: Parents and Students Timeline: August 2015-May 2016 CNA pg # 16	2, 6	Teachers, Administration, Parent Liaison	Formative:Lesson Plans, and evaluations Summative: Graduation Rate, and Attendance Rate, STAAR EOC Scores				
	Funding Sources: No Funds Required						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.

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

Summative Evaluation: Graduation Rates, Attendance Rates, STAAR scores

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 4 CSF 5 1) Infants at Lincoln Park Day Care receive a well balanced nutritious breakfast and lunch served by the school cafeteria. Population: Infants of At-Risk Students Timeline: Every school day CNA pg # 8	2	School Administration and Day Care Director	Formative: Daily attendance, observations, Summative: Graduation Rates, Dropout Rates, STAAR scores, Attendance Rates				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 5 CSF 6 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. Population: Day Care services At-Risk students Timeline: Aug 2015-June 2016	7	Day Care Coordinator and Day Care Aides	Formative: Classroom Observations & Walkthroughs Summative: Graduation Rates, Dropout Rates, STAAR scores, Attendance Rates				
	Funding Sources: Local - $4000.00, Local - $300.00, Local - $700.00, Local - $1500.00						
Critical Success Factors CSF 5 3) Lincoln Park Day Care will conduct the entrance day care interview with parents (student) at registration and will coordinate with the head starts to ensure a smooth transition for children who are going into a public school. Population: At-Risk Students Timeline: On going (upon registration) CNA pg # 8	4, 6, 7	Day Care Coordinator and Day Care Aides	Formative: Daily Attendance, Progress Reports Summative: Graduation Rates, Dropout Rates, STAAR scores, Attendance Rates				
	Funding Sources: Local - $300.00, Local - $500.00						

Critical Success Factors CSF 5 4) Parental involvement activities such as: Monthly Parent Meeting, Grandparents Day,Red Ribbon Week,Parade of Characters, Thanksgiving Celebration, Christmas Celebration, Read Across America, and Week of the Young Child, are conducted throughout the year. Population: At-Risk Students & their family Timeline: Meetings are on a monthly basis and Celebrations occur throughout the school year. CNA pg # 15	6	Day Care Coordinator and Day Care Aides	Formative: Daily Attendance, Observations, Progress Reports Summative: Graduation Rates, Dropout Rates, STAAR scores, Attendance Rates				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 5 5) Daycare Director, TLI, and Parent Liaison will work together to provide parents and students with literacy strategies to improve Early Childhood Development. Population: At Risk Students with babies in the Lincoln Park School Daycare Timeline: Once a month. CNA pg # 15	6, 7	Day Care Coordinator, TLI Specialist, Parent Liaison	Formative: DAily Attendance, Observations, Progress Reports Summative: Graduation Rates, Dropout Rates, STAAR scores, Attendance Rates				
	Funding Sources: No Funds Required						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 6: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.

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

Summative Evaluation: PBMAS Report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: Campus Administration, Faculty and Staff Timeline: September 1, 2016 - May 29, 2017	10	Sp. Programs Administrator, Migrant Funded: Teachers, Campus Clerks, DMC, MSC	Timely placement into Interventions				
	Funding Sources: Title I-C (Migrant)						

2) The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas: * Graduation plans * Development of Individual Migrant Student Action Plans * Coordination for leadership opportunities * Monitoring of course completion for PFS students * Monitoring of late entry/early withdrawals * Credit accrual opportunities * Provide timely information and assistance to migrant students and parents regarding on-time Graduation and post-secondary education * Conduct district initiatives for migrant students * Coordination Inter-state and intra-state (TMIP) activities * Coordination with UT Austin Migrant Graduation Enhancement Program * Assist with OSY Initiative * Assist with the monitoring of campus migrant staff Population: Migrant Students Migrant Parents Timeline: August 2016- June 2017	10	Sp. Programs Administrator, MSC, DMC	Increase on- time graduation and on-time promotion and decrease dropout rate PBMAS				
	Funding Sources: No Funds Required						
3) High school migrant students will have credit accrual opportunities through the University of Texas Austin Correspondence Courses and/or Credit by Exams to ensure on time graduation. Population: HS Migrant Students Timeline: August 2016-July 2017	10	HS Principal, HS Counselor, DMC, HS Migrant Teachers, HS Migrant Campus Clerks, MSC, Computers	Increased number of earned credits and on-time graduation PBMAS				
	Funding Sources: No Funds Required						

4) Migrant students will have access to Paths to Scholarships Program in order to learn from guidance provided in writing a scholarship essay to meet multiple purposes; scholarships, college applications and the Writing for College Success workshop sponsored by Region I. Population: HS Migrant Students 11/12 Timeline: As needed through June 19, 2017	10	MSC/ DMC	Increased CAMP acceptances and scholarships awarded				
	Funding Sources: No Funds Required						
5) High School 9th graders and MS 8th graders will have the opportunity to attend a math workshop that will teach them the skills necessary to fully participate in the high school math classes. This workshop will furnish the migrant students with an opportunity to reinforce the skills necessary to successfully meet the challenges of the district's rigorous math classes. Population: 9th Grade PFS &igrant Students; 8th Grade PFS Timeline: September 27, 2016	10	HS/ MS Migrant Teachers HS / MS Campus Clerks, DMC/ MSC	Increased Algebra and EOC passing rates				
	Funding Sources: No Funds Required						
6) Graduating juniors and seniors will have the opportunity to attend the BISD annual Migrant College CAMP Symposium in order to visit with representatives and apply to the Texas Universities that offer the college Assistance Migrant Program (CAMP). Select group of Middle School students will attend as well Population: HS Migrant Students- 11th & 12th grade PFS MS students Timeline: October 29, 2016	10	HS Migrant Teachers, HS Migrant Campus Clerks, DMC/ MSC	Increased applications and acceptance into CAMP Increased interest in colleges by MS students				
	Funding Sources: Title I-C (Migrant) - $0.00						
7) Migrant Students recognized as Exemplary Migrant Students by the University of Texas at Austin will have the opportunity to attend the ceremony in order to enhance their self-esteem and experience the acknowledgement of their academic accomplishment. Population: HS Migrant Students Timeline: March 2017 - April 2017	10	HS Migrant Teachers, HS Migrant Campus Clerks, DMC/ MSC	Increased college enrollment				
	Funding Sources: No Funds Required						
8) High school migrant students will have access to the migrant secondary summer program for credit accrual and/or recovery in order to ensure secondary credit for on-time graduation. Population: High School Migrant Students 9th-12th Timeline: June 2017	10	HS Counselors, HS Migrant Teachers, HS Migrant Campus Clerks, DMC/ MSC	Increased on- time graduation and decreased dropout rates				
	Funding Sources: No Funds Required						

9) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment. Population: Elementary, MS and HS PFS Migrant Students Timeline: June 2017	10	MSC, Migrant Counselor, Migrant Clerks, Migrant Teachers	Increased STAARS Scores for PFS students				
	Funding Sources: Title I-C (Migrant)						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.

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

Summative Evaluation: Increased passing rates in TAKS, STAAR, EOC, TELPAS, PBMAS. Purchasing Records

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Upgrade computer lab by purchasing desktops (10), instructional software/related supplies to help meet students' needs, increase our EOC/TAKS scores and learning time. Population: At-Risk Students Timeline: January 2016 CNA pg # 17	1	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				
	Funding Sources: State Compensatory - $111.00						
Critical Success Factors CSF 5 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 2016 CNA pg # 17	6	TST Teacher	Formative:Weekly Newsletter, Progress Reports Summative: STAAR EOC Scores, TELPAS scores, Graduation Rate, Attendance Rate				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 1 CSF 4 CSF 7 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. Population: At Risk Students Timeline: December 2017 CNA pg # 15	2, 9	All Teachers, Principal, Assistant Principal, TST, Administrator for State Compensatory Education	FormativeLClassroom Observations, Walk-throughs Summative: EOC/TAKS scores, Graduation Rate, Attendance Rate				

Critical Success Factors CSF 1 CSF 4 4) Internet access will be provided for our students based on the unique situation of Teen Pregnancy. Students will be giving the opportunity to go on home instruction and will need internet access in order to complete courses. Population: At-Risk Students Timeline: August 2016-June 2017 CNA pg # 8	1, 9	Principal, TST, Home Instruction Teachers	Formative: students' progress reports, Daily Assignments Summative:Graduation rates, credit Completion Rate, Attendance Rate				
	Funding Sources: No Funds Required						
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 5) Compass and A + software will be provided to students as accelerated instruction. Population: At-Risk Students Timeline: August 2016 CNA pg # 8	1, 2	Administration, Teachers, and Administrator for State Compensatory Education	Formative: Credit acquisition, Students' Progress Reports, Classroom, A+ and Compass Progress Reports, observations, Summative: Graduation Rates, EOC/TAKS scores, Attendance Rate				
	Funding Sources: State Compensatory - $2500.00, State Compensatory - $5000.00						
Critical Success Factors CSF 1 CSF 2 6) 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. Population: At Risk Students Timeline: August 2016 and January 2017 CNA pg# 17	1	Administration, Teachers, and Administrator for State Compensatory Education	Formative: Classroom observations, daily attendance rate, progress reports Summative: EOC/TAKS scores, attendance rate, graduation rate				
	Funding Sources: State Compensatory - $3118.00						
Critical Success Factors CSF 4 7) 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: December 2016 and March 2017 CNA pg # 17	1	Administration, Teachers, and Administrator for State Compensatory Education,TST	Formative: Credit acquisition, Student Progess Reports, daily attendance rate Summative: Graduation Rates,STAAR Scores, Attendance Rate				
	Funding Sources: State Compensatory - $1980.00, State Compensatory - $1800.00, State Compensatory - $0.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 8: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

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

Summative Evaluation: Participate in at least two of the district's or community art or multimedia competitions.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Students in the art program at Lincoln Park will participate in at least two of the district's or community art or multimedia competitions. Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: Dec 2015-June 2016		Art Teacher and Administration	Art Projects, Competition Entry Applications, Increased attendance				
	Funding Sources: State Compensatory - $300.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will provide support for all ELLs through the use of linguistic accommodations, ELPS, TLI cognitive strategies and differentiated instruction. Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: August 2016- June 2017 ongoing CNA pg # 15
1	1	2	All teachers will incorporate reading and writing tasks in their respective subjects to support students' writing development. Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: August 2016- June 2017 everyday CNA pg# 11 & 15
1	1	3	ELA/ESL teachers will provide intensive data driven review classes or test preparation classes for EOC/TAKS testers. Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Review Classes: August 2016-June 2017 CNA pg # 8
1	2	1	Implement effective data driven math curriculum to target TAKS objectives and/or STAAR- EOC reporting categories according to the district's improvement plan strategies and actions to increase AYP (2.1) Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: Aug 2016- June 2017 CNA pg # 14
1	2	2	Primary testers and re-testers will be provided with review sessions during the school day, at least one week before taking the math portion of the TAKS test, the Math STAAR test for middle school, and the STAAR Algebra I EOC test for an intensive review. Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: Aug 2016- June 2017 Review Sessions: Monday-Friday 4 weeks before the state assessments CNA pg# 8
1	4	1	Implement a standard Social Studies based curriculum that will be achieved by: data analysis, Sheltered Instruction (Focus on Reading Strategies) Vocabulary Enrichment A+ Textbook integration ESL Strategies (Cognates) Reading & writing strategies / (prediction, inference, summarizing, paraphrasing & researching) Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students Timeline: Aug 2016- May 2017 CNA pg # 14
1	5	1	1) Utilize the ARD process to place all special education students in the proper assessment and in the least restrictive environment. Provide appropriate transition planning for students with disabilities, including information regarding access to community services and agencies. Population: Special Education Students Timeline: Aug 2016- June 2017 CNA pg# 14 &17
1	5	2	Provide SPED Homebound Instruction services to eligible students during prenatal and postpartum bed rest periods. Population: Special Education Students Timeline: Aug 2016-June 2017 CNA pg #8
7	1	5	Compass and A + software will be provided to students as accelerated instruction. Population: At-Risk Students Timeline: August 2016 CNA pg # 8

State Compensatory

Budget for Lincoln Park School :

Account Code	Account Title	Budget
6100 Payroll Costs		
162-13-6112-00-127-Y-26-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$825.00
162-11-6118-00-127-Y-24-EOC-Y	6118 Extra Duty Stipend - Locally Defined	$1,803.00
	6100 Subtotal:	**$2,628.00**
6200 Professional and Contracted Services		
162-11-6249-00-127-Y-26-000-Y	6249 Contracted Maintenance & Repair	$111.00
162-11-6249-00-127-Y-26-APL-Y	6249 Contracted Maintenance & Repair	$2,500.00
162-11-6249-00-127-Y-26-CMP-Y	6249 Contracted Maintenance & Repair	$5,000.00
162-23-6249-00-127-Y-26-000-Y	6249 Contracted Maintenance & Repair	$830.00
	6200 Subtotal:	**$8,441.00**
6300 Supplies and Services		
162-51-6315-00-127-Y-26-000-Y	6315 Supplies for Maintenance and/or Operations - Locally Defined	$2,000.00
162-11-6329-00-127-Y-26-000-Y	6329 Reading Materials	$1,000.00
162-11-6396-00-127-Y-26-000-Y	6396 Supplies and Materials - Locally Defined	$1,124.00
162-23-6396-00-127-Y-26-000-Y	6396 Supplies and Materials - Locally Defined	$281.00
162-11-6398-00-127-Y-26-000-Y	6398 Computer Supplies/Software - Locally Defined	$255.00
162-11-6399-00-127-Y-26-000-Y	6399 General Supplies	$13,523.00
162-11-6399-62-127-Y-26-000-Y	6399 General Supplies	$3,118.00
162-23-6399-00-127-Y-26-000-Y	6399 General Supplies	$3,781.00
162-23-6399-16-127-Y-26-000-Y	6399 General Supplies	$400.00
162-23-6399-65-127-Y-26-000-Y	6399 General Supplies	$1,980.00

162-33-6399-00-127-Y-26-000-Y	6399 General Supplies	$700.00
162-61-6399-00-127-Y-26-000-Y	6399 General Supplies	$300.00
	6300 Subtotal:	**$28,462.00**
6400 Other Operating Costs		
162-11-6411-00-127-Y-26-000-Y	6411 Employee Travel	$5,805.00
162-13-6411-00-127-Y-26-000-Y	6411 Employee Travel	$100.00
162-13-6411-23-127-Y-26-000-Y	6411 Employee Travel	$60.00
162-23-6411-00-127-Y-26-000-Y	6411 Employee Travel	$315.00
162-31-6411-23-127-Y-26-000-Y	6411 Employee Travel	$400.00
162-61-6411-00-127-Y-26-000-Y	6411 Employee Travel	$1,125.00
162-11-6494-00-127-Y-26-000-Y	6494 Reclassified Transportation Expenses	$600.00
	6400 Subtotal:	**$8,405.00**
6600 Capital Outlay Accounts		
162-23-6649-65-127-Y-26-000-Y	6649 Capital Assets - Locally Defined	$1,800.00
	6600 Subtotal:	**$1,800.00**

Personnel for Lincoln Park School :

Name	Position	Program	FTE
ABETE, NORMA B.	DAY CARE DIRECTOR	TEEN PARENT ASST PROG	1.00
CAMPOS, GUADALUPE	HEAD CUSTODIAN	TEEN PARENT ASST PROG	1.00
CANALES, NORMA C.	PRINCIPAL	TEEN PARENT ASST PROG	1.00
CARVER, TED	CTE TEACHER	CTE	1.00
CERVANTES, MARIA	DAY CARE AIDE	TEEN PARENT ASST PROG	1.00
CRUZ, VERONICA	DATA ENTRY	TEEN PARENT ASST PROG	1.00
FARIAS, DELMA H.	PARENT LIAISON	TEEN PARENT ASST PROG	1.00
FLORES, VICENTE	TEACHER	TEEN PARENT ASST PROG	1.00
GARCIA, ROSALINDA	TEACHER	TEEN PARENT ASST PROG	1.00
HERNANDEZ, SERGIO	CUSTODIAN	TEEN PARENT ASST PROG	1.00
HERNANDEZ, VERONICA	CTE TEACHER	CTE	1.00
LEAL, NOEMI	SECRETARY V	TEEN PARENT ASST PROG	1.00
LONGORIA, RICARDO	TEACHER	TEEN PARENT ASST PROG	1.00
LUCIO, JESUS	TEACHER	TEEN PARENT ASST PROG	1.00
MCCLURE, VICI	OUTREACH NURSE	TEEN PARENT ASST PROG	1.00
MENDOZA, ANA	TEACHER	TEEN PARENT ASST PROG	1.00
MONTERO, CARLOS	CTE TEACHER	CTE	1.00
MUNIZ, JESUS	TEACHER	TEEN PARENT ASST PROG	1.00
NELSON, PATIENCE	TEACHER	TEEN PARENT ASST PROG	1.00
OJEDA, MARIA	LUCHA TEACHER	LUCHA	1.00
ORTIZ, LAURA	ASSISTANT PRINCIPAL	TEEN PARENT ASST PROG	1.00
RENTERIA, OLGA	TEACHER	TEEN PARENT ASST PROG	1.00
RIOS, SOCORRO	TEACHER	TEEN PARENT ASST PROG	1.00
SAUCEDA, SHEILA	DAY CARE AIDE	TEEN PARENT ASST PROG	1.00

SAUCEDO, NORMA	DATA MGMNT CLERK	TEEN PARENT ASST PROG	1.00
TREVINO, MIGUEL	TEACHER	TEEN PARENT ASST PROG	1.00
WALL, JEROME	TEACHER	TEEN PARENT ASST PROG	1.00
WILSON, GEORGEANNA	TEACHER	TEEN PARENT ASST PROG	1.00
ZAMORA, ELISEO	COUNSELOR	TEEN PARENT ASST PROG	1.00
ZAPATA, MIRNA	CUSTODIAN	TEEN PARENT ASST PROG	1.00

Title I

Schoolwide Program Plan

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

Ten Schoolwide Components

1: Comprehensive Needs Assessment

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

2: Schoolwide Reform Strategies

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

3: Instruction by highly qualified professional teachers

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

assignments.

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

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

5: Strategies to attract highly qualified teachers

Strategies to attract high-quality teachers to high needs schools (3.1.4) will include our school's participation in the District sponsored annual Teacher Fair, selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, recruiting teachers from Teach for America programs, paying stipends for attainment of a Master's Degree, and pa Save ying stipends for math, science and social studies.

6: Strategies to increase parental involvement

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

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

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

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

Teachers will be included in decisions regarding the use and selection of academic assessments (1.1.3, 1.2.1, 1.3.1, 1.4.1) to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, PBMAS, and

benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.

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

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

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

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

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

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

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

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

pertaining to modifications needed for them to succeed academically. The special education teacher and paraprofessional go into the classrooms to aid special education students.

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Norma J. Canales	Principal
Administrator	Laura C. Ortiz	Assistant Principal

Campus Funding Summary

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Materials, paper, supplies	199-31-6399-00-127-Y-99-032-Y	$100.00
3	1	1	mileage, conference fees, meals	199-31-6411-23-127-Y-99-032-Y	$300.00
5	2	2	Educational materials, cleaning supplies, outdoor equipment, general/ office supplies, staff trainings, license, renewal fee, background & fingerprinting fees, Annual Fire Inspection Fee, etc.	199-61-6399-00-127-Y-26-094-Y	$4,000.00
5	2	2	Awards to recognize students acheivments	199-61-6498-00-127-Y-26-094-Y	$300.00
5	2	2	Ink supplie, cables, etc.	199-61-6399-65-127-Y-26-094-Y	$700.00
5	2	2	Food and refreshments	199-61-6499-53-127-Y-26-094-Y	$1,500.00
5	2	3	Operating Costs - Fees	199-61-6497-00-127-Y-26-094-Y	$300.00
5	2	3	mileage, conference fees, meals, reimbursements	199-61-6411-23-127-Y-26-094-Y	$500.00
				Sub-Total	$7,700.00

State Compensatory					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Reading Materials	162-11-6329-00-127-Y-26-000-Y	$1,000.00
1	1	2	Copy Paper	162-11-6396-00-127-Y-26-0000-Y	$1,124.00
1	1	2	General Supplies	162-11-6399-00-127-Y-26-000-Y	$3,023.00
1	1	4	Extra Duty Pay	162-11-6118-00-127-Y-24-EOC-Y	$1,803.00
1	1	4	Transportation	162-11-6494-00-127-Y-26-000-Y	$600.00
1	1	4	Extra Duty Pay	162-11-6118-00-127-Y-30-000-Y	$1,571.00
1	2	1	Math workbooks, binders, pens, pencils, staples, AAA batteries, etc	162-11-6399-00-127-Y-26-000-Y	$3,150.00
1	3	1	STAAR Biology and TAKS Science review workbooks, materials and software: API, A+, Compass Learning, EduSmart, SciTech, chart tablets, index cards, instructional supplies	162-11-6399-00-127-Y-26-000-Y	$3,150.00
1	4	2	Pencils, chart tablets, political maps, Resources from Teacher Created Materials	162-11-6399-00-127-Y-26-000-Y	$3,150.00

2	1	1	Supplies-Printer	162-11-6398-00-127-Y-26-000-Y	$255.00
2	1	2	Medical Supplies, Registration Consumables	162-33-6399-00-127-Y-26-000-Y	$700.00
2	1	3	employee travel mileage	162-11-6411-00-127-Y-26-000-Y	$5,805.00
2	1	3	instructional supplies	162-11-6399-00-127-Y-26-000-Y	$750.00
2	1	5	Training Supplies	162-13-6399-00-127-Y-26-000-Y	$500.00
3	2	1	Employee Travel	162-61-6411-00-127-Y-26-000-Y	$1,125.00
4	1	4	School Maintenance Supplies	162-51-6315-00-127-Y-26-000-Y	$2,000.00
4	1	4	Raptor Renewal/Maintenance	162-23-6249-00-127-Y-26-000-Y	$830.00
4	2	2	mileage, conference fees, meals, hotel accommodations reimbursement	162-13-6411-23-127-Y-26-000-Y	$60.00
4	2	2	mileage reimbursement (In-District)	162-23-6411-00-127-Y-26-000-Y	$315.00
4	2	2	mileage, conference fees, reimbursement	162-31-6411-23-127-Y-26-000-Y	$400.00
4	2	2	mileage, conference fees (In District)	162-13-6411-00-127-Y-26-000-Y	$100.00
4	3	1	Supplies for office and registrations: pens, folders, binders, etc.	162-23-6399-00-127-Y-26-000-Y	$3,781.00
4	3	1	Printing (Media Services)	162-23-6399-16-127-Y-26-000-Y	$400.00
4	3	1	Copy Paper	162-23-6396-00-127-Y-26-000-Y	$281.00
4	3	1	Substitute Pay	162-13-6112-00-127-Y-26-000-Y	$825.00
5	1	1	Supplies	162-61-6399-00-127-Y-26-000-Y	$300.00
5	1	1	Employee Travel	162-61-6411-00-127-Y-26-000-Y	$1,125.00
7	1	1	Instructional Software	162-11-6249-00-127-Y-26-000-Y	$111.00
7	1	5	A+ Software Renewal	162-11-6249-00-127-Y-26-APL-Y	$2,500.00
7	1	5	Compass Learning Software Renewal	162-11-6249-00-127-Y-26-CMP-Y	$5,000.00
7	1	6	Ink cartridges	162-11-6399-62-127-Y-26-000-Y	$3,118.00
7	1	7	ink, cables, usb and any technology supplies needed	162-23-6399-65-127-Y-26-000-Y	$1,980.00
7	1	7	computer	162-23-6649-65-127-Y-26-000-Y	$1,800.00
7	1	7	software	162-23-6395-65-127-Y-26-000-Y	$0.00
8	1	1	Art Instructional Supplies	162-11-6399-00-127-Y-26-000-Y	$300.00
				Sub-Total	$52,932.00

State Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	General Supplies/Resources for ELL students	163-11-6399-00-127-Y-25-000-Y	$750.00
				Sub-Total	$750.00
Federal Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	General Supplies/Resources for ELL students	263-11-6399-00-127-Y-25-000-Y	$750.00
				Sub-Total	$750.00
Title I-C (Migrant)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	1	Clothing and Hygiene Products as needed for Migrant Students		$0.00
6	1	6	Transportation	212-11-6494-00-127-Y24-0F2-Y	$0.00
6	1	9	School Supplies such as :backpacks, pens, pencils, paper, composition books, Highlighters		$0.00
				Sub-Total	$0.00
SPED					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1	instructional supplies for students, TI-Calculators, workbooks, binders, etc.	166-11-6399-00-127-Y-23-0P5-Y	$500.00
1	5	2	employee travel	166-11-6411-00-127-Y-23-0P5-Y	$450.00
				Sub-Total	$950.00
No Funds Required					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2			$0.00
1	3	2			$0.00
1	4	1			$0.00
2	1	4			$0.00
2	1	6			$0.00

2	2	1			$0.00
2	2	3			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
3	2	2			$0.00
3	2	3			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	1	3			$0.00
4	2	1			$0.00
4	2	3			$0.00
5	1	2			$0.00
5	1	3			$0.00
5	2	1			$0.00
5	2	4			$0.00
5	2	5			$0.00
6	1	2			$0.00
6	1	3			$0.00
6	1	4			$0.00
6	1	5			$0.00
6	1	7			$0.00
6	1	8			$0.00
7	1	2			$0.00
7	1	4			$0.00
				Sub-Total	$0.00
				Grand Total	$63,082.00