

Brownsville Independent School District
Lincoln Park School
2020-2021 Campus Improvement Plan

**LINCOLN PARK
ALTERNATIVE HIGH SCHOOL**



“School of Choice”

Board Approval Date: November 4, 2020
Public Presentation Date: November 4, 2020

Mission Statement

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

Vision

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

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Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1) La mesa directiva de BISD en colaboración con el personal de BISD, administradores, padres, y miembros de la comunidad proveerán recursos requeridos para obtener educación excelente y equitativa. Los padres de familia siempre serán compañeros junto a los maestros para la educación de sus hijos.	33
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Comprehensive Needs Assessment

Revised/Approved: May 14, 2020

Demographics

Demographics Summary

Lincoln Park High School serves approximately 175 students through out the school year. Our school serves At-Risk pregnant and parenting students in grades 6 through 12. According to the PEIMS Data Review of our campus profile, 99% of the student population is Hispanic and 100% are identified as Economically Disadvantaged. Approximately 25% of our students are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, 10% of our students are in the special education or 504 program and approximately 3% are migrant students. In addition, 20% of our student population is also considered "homeless". Most of students live with their boyfriend's family or are living with a relative. Their homes are usually never stable. The attendance rate for the school year was 71.5% and 85% of the high school seniors enrolled at Lincoln Park graduated. Lincoln Park also has a daycare on-site that provides day care services to 20 infants from 6 weeks of age to 17 months.

Demographics Strengths

Experienced teaching staff (98% of teachers have 5 or more years of experience)
Low Turn-over rate for teachers
15:1 student/teacher ratio to meet the At-Risk student needs
5 out of 16 teachers have two certifications which allows them to teach multiple subjects.
Daycare services are available for infants ages 0 to 17 months. Our daycare is currently able to service 20 infants.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized):

Need to provide additional support to ESL students who are struggling with basic language skills and can not achieve a passing score on the End-of-Course assessments. **Data Analysis/Root Cause:** Lesson Plans reflect the need for teachers to incorporate ESL strategies into their lessons. In addition, ELA teachers need to become ESL certified.

Need Statement 2 (Prioritized): Need to purchase additional supplies and resources to help Special Education students meet their full educational potential. **Data Analysis/Root Cause:** Because our program is self-paced some of our special education students struggle to keep focused and motivated.

Student Learning

Student Learning Summary

Lincoln Park teachers provide pull out sessions at least 6 weeks

End-of-Course All Students Spring 2019:

ENG I: 21%

ENG II: 38%

ALG: 100%

BIO: 53%

US HIST: 67%

Student Learning Strengths

1. 18 students graduated during the 2019-2020 school year.
2. Data is used to drive instruction and monitor student progress.
3. EOC Pullouts are implemented at least 6 weeks before the testing date.
4. Post partum home instruction is provided for 6 weeks to ensure continuous learning focusing on EOC classes.
5. Self-paced, computer instructional modules through Edgenuity are provided to meet student needs.
6. 100% of Senior students apply for FAFSA.
7. Students are provided with scholarship applications.
8. Home visits and daily phone calls are made to encourage and increase attendance.
9. Vocational Institutions, Universities and Colleges are invited throughout the school year to ensure that students have every opportunity to further their education upon graduation.

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Need to show a 3% increase on scores on all End-of-Course state exams. **Data Analysis/Root Cause:** Student high absenteeism rates, below district's expected average, prevent them from receiving the necessary instruction needed to pass the EOC tests.

Need Statement 2 (Prioritized): Need to provide out or in-district professional development for teachers in the areas of student engagement and hands on teaching strategies in the classroom. **Data Analysis/Root Cause:** Budget constraints have made it difficult to promote out of district professional development.

Need Statement 3 (Prioritized): Need to purchase additional supplies and resources to help Special Education students meet their full educational potential. **Data Analysis/Root Cause:** Because our program is self-paced some of our special education students struggle to keep focused and motivated.

Need Statement 4 (Prioritized): Need to purchase electronic devices/ technology to increase the availability of such for students, faculty, and staff. **Data Analysis/Root Cause:** Students, teachers and staff must have electronic devices to successfully fulfill their academic/job requirements.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

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

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Need to increase attendance for students and teachers and improve school climate. **Data Analysis/Root Cause:** Student attendance has continuously been in decline for students and teachers.

Need Statement 2 (Prioritized): Need to increase recruitment efforts and promote Lincoln Park's specialized program to increase enrollment and prevent drop outs. **Data Analysis/Root Cause:** Many students stay at their traditional high schools because they are not aware of the services offered by our program.

Perceptions

Perceptions Summary

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

High school students have the benefit of completing their high school requirements through a self-paced, individualized accelerated curriculum that can speed up the accumulation of credits required for graduation. Edgenuity, credit recovery online modules, is the program that is used for credit acceleration.

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

Perceptions Strengths

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

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

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Need to increase recruitment efforts and promote Lincoln Park's specialized program to increase enrollment and prevent drop outs. **Data Analysis/Root Cause:** Many students stay at their traditional high schools because they are not aware of the services offered by our program.

Need Statement 2 (Prioritized): Need additional medical supplies to adequately monitor student and infant health while at school will be needed. **Data Analysis/Root Cause:** Daily health screenings are done by our daycare facility on, however, because of Covid-19 these screenings such as daily temperature checks will be done on every student on campus.

Need Statement 3 (Prioritized): Need additional disinfectant solutions, hand sanitizers and other cleaning supplies will need to be readily available. **Data Analysis/Root Cause:** Deep cleaning and disinfecting will be done on a daily basis due to Covid-19.

Need Statement 4 (Prioritized): Need office supplies including ink, copy paper, pens, and everyday supplies to run the school administration offices. **Data Analysis/Root Cause:** Consumables.

Priority Need Statements

Need Statement 2: Need to provide additional support to ESL students who are struggling with basic language skills and can not achieve a passing score on the End-of-Course assessments.

Data Analysis/Root Cause 2: Lesson Plans reflect the need for teachers to incorporate ESL strategies into their lessons. In addition, ELA teachers need to become ESL certified.

Need Statement 2 Areas: Demographics

Need Statement 1: Need to show a 3% increase on scores on all End-of-Course state exams.

Data Analysis/Root Cause 1: Student high absenteeism rates, below district's expected average, prevent them from receiving the necessary instruction needed to pass the EOC tests.

Need Statement 1 Areas: Student Learning

Need Statement 3: Need to increase recruitment efforts and promote Lincoln Park's specialized program to increase enrollment and prevent drop outs.

Data Analysis/Root Cause 3: Many students stay at their traditional high schools because they are not aware of the services offered by our program.

Need Statement 3 Areas: School Processes & Programs - Perceptions

Need Statement 10: Need to increase attendance for students and teachers and improve school climate.

Data Analysis/Root Cause 10: Student attendance has continuously been in decline for students and teachers.

Need Statement 10 Areas: School Processes & Programs

Need Statement 6: Need to purchase additional supplies and resources to help Special Education students meet their full educational potential.

Data Analysis/Root Cause 6: Because our program is self-paced some of our special education students struggle to keep focused and motivated.

Need Statement 6 Areas: Demographics - Student Learning

Need Statement 4: Need to provide out or in-district professional development for teachers in the areas of student engagement and hands on teaching strategies in the classroom.

Data Analysis/Root Cause 4: Budget constraints have made it difficult to promote out of district professional development.

Need Statement 4 Areas: Student Learning

Need Statement 5: Need additional medical supplies to adequately monitor student and infant health while at school will be needed.

Data Analysis/Root Cause 5: Daily health screenings are done by our daycare facility on, however, because of Covid-19 these screenings such as daily temperature checks will be done on every student on campus.

Need Statement 5 Areas: Perceptions

Need Statement 8: Need additional disinfectant solutions, hand sanitizers and other cleaning supplies will need to be readily available.

Data Analysis/Root Cause 8: Deep cleaning and disinfecting will be done on a daily basis due to Covid-19.

Need Statement 8 Areas: Perceptions

Need Statement 7: Need to purchase electronic devices/ technology to increase the availability of such for students, faculty, and staff.

Data Analysis/Root Cause 7: Students, teachers and staff must have electronic devices to successfully fulfill their academic/job requirements.

Need Statement 7 Areas: Student Learning

Need Statement 9: Need office supplies including ink, copy paper, pens, and everyday supplies to run the school administration offices.

Data Analysis/Root Cause 9: Consumables.

Need Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions

Employee Data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: May 22, 2020

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).


Los estudiantes de BISD recibirán oportunidades educativas que producirá graduados mejor preparados para el futuro, colegio, carrera, or institución militar.



Performance Objective 1: BISD student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 3 percentage points.



Targeted or ESF High Priority






Evaluation Data Sources: STAAR/EOC performance reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: ELA/ESL teachers will provide intensive data driven review classes or test preparation classes for STAAR/EOC testers. Teachers will incorporate the use of linguistic accommodations, ELPS, and differentiated instruction to ensure student success. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Master Schedule, benchmark scores Summative: STAAR Scores, Attendance Rates, Graduation Rates, Increase passing rate in STAAR/EOC exams, TELPAS, ELLEVATION Staff Responsible for Monitoring: ELA Department Chair, ESL and ELA teachers, School Administration TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy - Population: All students - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 1 - Student Learning 1 Funding Sources: General School Supplies for ELA - 162 State Compensatory - 162-11-6399-00-127-Y-26-000-Y - \$1,025	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: 1) Implement effective data driven math curriculum to target STAAR - EOC reporting categories according to the district's improvement plan strategies and actions to increase AYP. Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations, Benchmark results, teacher made assessments. Summative: STAAR Scores, Attendance Rates, Graduation Rates, Increase passing rate in STAAR/ EOC exams, TELPAS Staff Responsible for Monitoring: Math Teachers, Math Specialists, Principal, Assistant Principal, Counselor TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy - Population: All students - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Student Learning 1 Funding Sources: General School Supplies for Math - 162 State Compensatory - 162-11-6399-0-127-Y-26-000-Y - \$1,025	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide differentiated learning opportunities to improve student performance on MS STAAR Science and EOC Biology by providing: -EOC Biology Review Course -Pull-out Review Sessions -Differentiated instruction Milestone's/Strategy's Expected Results/Impact: 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 Staff Responsible for Monitoring: School Administration, Science Teachers, and Counselor TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy - Population: All students - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Student Learning 1 Funding Sources: Resources for Science - 162 State Compensatory - 162-11-6399-00-127Y-26-000-Y - \$500	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: In order to increase student's academic performance, Social Studies teachers will follow the aligned instructional timelines for the course(s) they are teaching.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations/ Walkthroughs, Classroom Test results, Benchmark Assessments, Credits earned</p> <p>Summative: Increase passing rate in STAAR/EOC exams, TELPAS, and graduation rate</p> <p>Staff Responsible for Monitoring: Administration and Social Studies Teachers</p> <p>TEA Priorities: Improve low-performing schools - Population: All students - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Student Learning 1</p> <p>Funding Sources: General Supplies for Social Studies - 162 State Compensatory - 162-11-6399-00-127-Y-26-000-Y - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Accelerated Instruction in the foundation curriculum will be provided to improve at-risk student achievement (Edgenuity Software). The Writing Project has been created to include reading fluency and both editing and revising practice and will be utilized each day in every classroom during 8th period . Additional resources and supplies will be purchased as needed to ensure student achievement.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: eSchoolPLUS tutorial schedule, tutorial lesson plans, classroom observations, student progress reports, benchmark scores</p> <p>Summative: STAAR, Graduation Rate, Retention Rate, Dropout Rate, Completion Rate</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy - Population: At-Risk - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Utilize the ARD process to place all special education students in the proper assessment and in the least restrictive environment. Provide appropriate transition planning for students with disabilities, including information regarding access to community services and agencies. Milestone's/Strategy's Expected Results/Impact: Formative: Administrative walkthroughs, lesson plans, IEPs Summative: Increase At-Risk Attendance Rate, increase in At-Risk student Graduation Rate, increase in At-Risk student Completion Rate Staff Responsible for Monitoring: Principal, Asst. Principal, Counselors, Home Instruction, Homebound, Campus Teachers, PEIMS Admin., ARD Committee, Nurse TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy - Population: Special Education Students - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2 - Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Need Statements:



Demographics
Need Statement 1: Need to provide additional support to ESL students who are struggling with basic language skills and can not achieve a passing score on the End-of-Course assessments. Data Analysis/Root Cause: Lesson Plans reflect the need for teachers to incorporate ESL strategies into their lessons. In addition, ELA teachers need to become ESL certified.
Need Statement 2: Need to purchase additional supplies and resources to help Special Education students meet their full educational potential. Data Analysis/Root Cause: Because our program is self-paced some of our special education students struggle to keep focused and motivated.
Student Learning
Need Statement 1: Need to show a 3% increase on scores on all End-of-Course state exams. Data Analysis/Root Cause: Student high absenteeism rates, below district's expected average, prevent them from receiving the necessary instruction needed to pass the EOC tests.
Need Statement 3: Need to purchase additional supplies and resources to help Special Education students meet their full educational potential. Data Analysis/Root Cause: Because our program is self-paced some of our special education students struggle to keep focused and motivated.






Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Los estudiantes de BISD recibirán oportunidades educativas que producirá graduados mejor preparados para el futuro, colegio, carrera, or institución militar.

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

Evaluation Data Sources: PBMAS reports, CTE enrollment PEIMS reports, CCMR reports

Strategy 1 Details	Reviews			
Strategy 1: Students will be given the opportunity to obtain career related industry certifications through course work. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Progress Reports, Walk-through, Observations Summative: Student Certifications acquired, Graduation Rate, Dropout Rate, Attendance Rate Staff Responsible for Monitoring: Career Placement Officer, Counselor, CTE Teachers, CTE Administrator, Campus Administration TEA Priorities: Connect high school to career and college - Population: All students - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Progress Reports, Walk-throughs Observations Summative: Student Certifications acquired, Graduation Rate, Dropout Rate, Attendance Rate Staff Responsible for Monitoring: CTE Teachers, CTE Administrator, Principal, Department Head Population: CTE students - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 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 Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Progress Reports, Walk-throughs Observations Summative: Student Certifications acquired, Graduation Rate, Dropout Rate, Attendance Rate Staff Responsible for Monitoring: CTE Teachers, CTE Administrator, Principal, Department Head Population: CTE students - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).







Los estudiantes de BISD recibirán oportunidades educativas que producirá graduados mejor preparados para el futuro, colegio, carrera, or institución militar.

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

Evaluation Data Sources: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Primary testers and re-testers will be provided with review sessions during the school day at least three weeks before taking the STAAR test for middle school and the EOC tests for High School students.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations, Benchmark Results, Progress Reports</p> <p>Summative: Increase passing rate in STAAR/EOC exams, TELPAS, and Graduation Rates</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, and Administrator for State Compensatory Education</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Population: All students - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 1, 2 - Student Learning 1, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Implement a comprehensive data driven instruction in all tested areas that will incorporate: data analysis, Sheltered Instruction (Focus on Reading Strategies) Vocabulary Enrichment, ESL Strategies (Cognates) Reading & writing strategies /(prediction, inference, summarizing, paraphrasing & researching) Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations/ Walkthroughs, Classroom Test results, Benchmark Assessments, Credits earned Summative: Increase passing rate in STAAR/EOC exams, TELPAS, and graduation rate Staff Responsible for Monitoring: Administration and Tested Area Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy - Population: All students - Start Date: August 12, 2020 - End Date: August 26, 2021 Need Statements: Demographics 1 - Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: With the addition of daycare facilities for parenting girls, we support the attendance of our parenting girls by providing care for their children. Milestone's/Strategy's Expected Results/Impact: Girls will be able to attend school with fidelity and be able to graduate with their class. Staff Responsible for Monitoring: Principal, teachers, counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Start Date: October 26, 2020 - End Date: June 15, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Need Statements:

Demographics
Need Statement 1: Need to provide additional support to ESL students who are struggling with basic language skills and can not achieve a passing score on the End-of-Course assessments. Data Analysis/Root Cause: Lesson Plans reflect the need for teachers to incorporate ESL strategies into their lessons. In addition, ELA teachers need to become ESL certified.
Need Statement 2: Need to purchase additional supplies and resources to help Special Education students meet their full educational potential. Data Analysis/Root Cause: Because our program is self-paced some of our special education students struggle to keep focused and motivated.
Student Learning
Need Statement 1: Need to show a 3% increase on scores on all End-of-Course state exams. Data Analysis/Root Cause: Student high absenteeism rates, below district's expected average, prevent them from receiving the necessary instruction needed to pass the EOC tests.

Student Learning

Need Statement 2: Need to provide out or in-district professional development for teachers in the areas of student engagement and hands on teaching strategies in the classroom.

Data Analysis/Root Cause: Budget constraints have made it difficult to promote out of district professional development.

Need Statement 3: Need to purchase additional supplies and resources to help Special Education students meet their full educational potential. **Data Analysis/Root Cause:** Because our program is self-paced some of our special education students struggle to keep focused and motivated.

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).


Los estudiantes de BISD recibirán oportunidades educativas que producirá graduados mejor preparados para el futuro, colegio, carrera, or institución militar.

Performance Objective 4: Migrant students that decide to transfer to Lincoln Park will continue to be serviced by the migrant department of their respective home campus.

Targeted or ESF High Priority

Evaluation Data Sources: Migrant Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Migrant students will receive school supplies, clothing and hygiene products on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. *All PFS migrant students will receive supplemental supports services before other migrant students. *All migrant students will have an opportunity to attend a PFS Learning Academy. *All migrant students will receive a summer reading pack so that they may continue sharpening their reading skill during the summer months. CNA: SA#1, SPP-Migrant#2, 4, and 5 Milestone's/Strategy's Expected Results/Impact: Improved school attendance and state assessment scores. Staff Responsible for Monitoring: Lincoln Park Administration, Counselor, Migrant Department and home campus migrant clerk. Schoolwide and Targeted Assistance Title I Elements: 2.4 - ESF Levers: Lever 3: Positive School Culture - Population: Migrant Students - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The home campus migrant clerks will provide supplemental support to the PFS and migrant students only, in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by ESSA (Public Law 07-110) Section 1301-1309 and will ensure that the migrant students are actively engaged in the Migrant Club,	Formative			Summative
	Oct	Jan	Mar	June

receive needed homework assistance and socialize with other migrant students throughout the current school year.

Milestone's/Strategy's Expected Results/Impact: Improved school attendance and state assessment scores.

Staff Responsible for Monitoring: Lincoln Park Administration, Counselor, Migrant Department and home campus migrant clerk.

Population: PFS and Migrant Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021



No Progress



Accomplished



Continue/Modify





Discontinue


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


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


Evaluation Data Sources: New Energy Plan adopted by district, updated Five-year facilities renovation plan


Summative Evaluation: Significant progress made toward meeting Objective


Strategy 1 Details	Reviews			
Strategy 1: All school personnel will ensure that all computers and other electronic devices are shut down at the end of the day. Need: Board approved goal priority [DEIC added 12-6-2017] Milestone's/Strategy's Expected Results/Impact: Decreased energy usage. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage. Staff Responsible for Monitoring: All school personnel Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Work orders will be created to request renovation/upgrades/improvement of the school based on safety. Need: Board approved goal priority [DEIC added 12-6-2017] Milestone's/Strategy's Expected Results/Impact: Formative: Work orders Summative: Evaluation/analysis of data at the end of the school year. Staff Responsible for Monitoring: Campus administration, custodians, and facilities and maintenance staff Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Administration, Counseling Dept. 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. Milestone's/Strategy's Expected Results/Impact: Formative: Decrease in injury reports, improved attendance Summative: STAAR SCORES, Attendance Rates, Graduation Rates, Dropout Rate Staff Responsible for Monitoring: Principal, Counselor, Area Assistant Superintendent, Teachers, Custodial Staff Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - Start Date: July 1, 2020 - End Date: May 26, 2020 Need Statements: Perceptions 3 Funding Sources: Custodial Supplies - 162 State Compensatory - 162-51-6315-00-127-Y-26-000-Y - \$640, Admin. Supplies - 162 State Compensatory - 162-23-6399-00-127-Y-26-000-Y - \$3,050, Printing Supplies - 162 State Compensatory - 162-23-6399-16-127-Y-26-000-Y - \$300, Custodial Supplies - 162 State Compensatory - 162-51-6315-01-127-Y-26-000-Y - \$392, General Supplies - 162 State Compensatory - 162-51-6399-65-127-Y-26-000-Y - \$568, General Supplies - 162 State Compensatory - 162-31-6399-00-127-Y-26-000-Y - \$150	Formative			Summative
	Oct	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Need Statements:






Perceptions
Need Statement 3: Need additional disinfectant solutions, hand sanitizers and other cleaning supplies will need to be readily available. Data Analysis/Root Cause: Deep cleaning and disinfecting will be done on a daily basis due to Covid-19.

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

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

Evaluation Data Sources: Fiscal reports for district, internal and external audit reports and FIRST ratings.

Summative Evaluation: Significant progress made toward meeting Objective






Strategy 1 Details	Reviews			
Strategy 1: Administration in conjunction with the SBDM committee will ensure that all school funds are allocated on resources that promote the success of every student on the campus. Milestone's/Strategy's Expected Results/Impact: Increased student achievement Staff Responsible for Monitoring: Administration, Secretary, SBDM committee Start Date: August 12, 2020 - End Date: May 26, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: Compensation plan including improved funding for teachers.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Lincoln Park teachers will be compensated for extra duty pay for activities such as EOC tutorials/enrichment classes that are conducted after school hours. Timeline: August 2020-May 2021 Population: All Students Milestone's/Strategy's Expected Results/Impact: Formative: Progress Reports, 6 weeks grades Summative: Graduation Rate, Attendance Rate, Dropout Rate, EOC Scores Staff Responsible for Monitoring: Administration Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy - Population: All Students - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Student Learning 1 Funding Sources: Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-127-Y-26-EOC-Y - \$1,989		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Need Statements:






Student Learning
Need Statement 1: Need to show a 3% increase on scores on all End-of-Course state exams. Data Analysis/Root Cause: Student high absenteeism rates, below district's expected average, prevent them from receiving the necessary instruction needed to pass the EOC tests.

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

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

Evaluation Data Sources: Campus needs assessment surveys, district/campus climate surveys

Summative Evaluation: Some progress made toward meeting Objective







Strategy 1 Details	Reviews			
Strategy 1: School will celebrate employee of the month/ birthdays by providing a monthly luncheon to celebrate their accomplishments. Timeline: August 2020-June 2021 Milestone's/Strategy's Expected Results/Impact: Recruitment of Teachers and teacher turn-over rate Staff Responsible for Monitoring: Administration and Teachers Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
	 15%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Lincoln Park High School will work closely and collaborate with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 1: Lincoln Park High School will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

Evaluation Data Sources: Media records with Public Information Office, enrollment data

Summative Evaluation: No progress made toward meeting Objective






Strategy 1 Details	Reviews			
Strategy 1: The school will promote the history and origins of the school along with current accomplishments of the campus through the campus website. Milestone's/Strategy's Expected Results/Impact: Increase community awareness of school accelerated program, day care facilities and career and technical certifications that are offered at the campus. Staff Responsible for Monitoring: Administration and campus TST Additional Targeted Support Strategy - Population: Campus Stakeholders - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The campus TST will email the district's PIO with feature articles, current and prior students/ parents/ staff recognition, and parent and community events to promote the campus. Milestone's/Strategy's Expected Results/Impact: Increase community awareness of events and accomplishments. Staff Responsible for Monitoring: Administration, Teachers, and campus TST Population: Campus stakeholders - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Lincoln Park High School will work closely and collaborate with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 2: Lincoln Park will follow BISD's District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

Evaluation Data Sources: School calendar showing earlier start date.

Summative Evaluation: Met Objective



Strategy 1 Details	Reviews			
Strategy 1: Lincoln Park will support the district by providing information through various media on the District of Innovation Plan. Milestone's/Strategy's Expected Results/Impact: Media coverage/ presentations on District of Innovation that results in fewer concerns expressed at public and district meetings. Formative: list of media distribution of information and questions asked at presentations/ public venues Summative: passing of DOI by Board and approval of revised district calendar Staff Responsible for Monitoring: Public Information Officer, District Administration Population: BISD Stakeholders - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






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

Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2020-2021 and will not be disproportionate for any population .

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Lincoln Park Administration will conduct a fall and spring assembly for all students on the topic of discipline, bullying, and student expectations. Milestone's/Strategy's Expected Results/Impact: Formative: Discipline Reports, Daily Attendance Summative: STAAR SCORES, Attendance Rates, Graduation Rates, Dropout Rates Staff Responsible for Monitoring: Principal Assistant Principal Counselor TEA Priorities: Improve low-performing schools - Population: All students - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: In order to prevent discipline incidents and/or referrals to BAC all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences. Milestone's/Strategy's Expected Results/Impact: Formative Results: Campus SCOC Receipt form, Signed SCOC acknowledgement Forms, posting of SCOC on District and campus websites. Signed Student Code of Conduct Orientation for all Parents during the current instructional school year Summative Impact: end of year eSchool and PEIMS Discipline data indicate reduced BAC enrollments by campus and district-wide Staff Responsible for Monitoring: Pupil Services Administrator Campus Behavior Coordinators Population: All Students - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				



Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will implement RtI behavior interventions upon transitioning to their home campus and Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Campuses will use the district database software programs to document and monitor RtI plans.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: RTI documentation, Review 360 reports, Counselor meeting logs, Summative Impact: +eSchool discipline report data Decrease the number of repeated referrals to BAC by implementing RtI behavior interventions for students transitioning to their home campus from BAC.</p> <p>Staff Responsible for Monitoring: District RtI Administrator Campus RtI Administrator Campus Counselor Teachers</p> <p>Population: All Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






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

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

Evaluation Data Sources: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: All LP Staff will provide effective interventions for incident reports and student outcries and concerns. Milestone's/Strategy's Expected Results/Impact: Formative: Daily Attendance, Incident Reports Summative: STAAR SCORES, Attendance Rates, Graduation Rates, Dropout Rates Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, and Teachers Population: All Students - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Ensure the implementation and annual review of a comprehensive district and campus Emergency Operations plan. Milestone's/Strategy's Expected Results/Impact: Formative Results: Safety Meeting Sign-In Sheets, Summative Impact: +100% completed District and Campus Emergency Operations Plans cleared in May 2020 Staff Responsible for Monitoring: Security Services Department, Campus Administration, Teachers Population: All students - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Conduct Active Shooter or other hazardous lock down drills at least twice per semester. Milestone's/Strategy's Expected Results/Impact: Formative Results: Practice drill reports Summative Impact: 100% of campuses have conducted at least two practice drills. Staff Responsible for Monitoring: Security Services Department Campus Administration Teachers Population: All students - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
	 10%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)






La mesa directiva de BISD en colaboracion con el personal de BISD, administradores, padres, y miembros de la comunidad proveeran recursos requeridos para obtener educacion excelente y equitativa. Los padres de familia siempre seran companeros junto a los maestros para la educacion de sus hijos.

Performance Objective 1: There will be a 3% increase of parents involved in campus/district parental involvement activities from 2019-2020 to 2020-2021.

Evaluation Data Sources: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Parent Liaison will conduct meetings with parents to communicate student progress and conduct home visits regarding attendance or academic issues. Milestone's/Strategy's Expected Results/Impact: Formative: Daily Attendance, Progress Reports, Benchmarks Summative: STAAR Scores, Graduation Rate, Attendance Rate Staff Responsible for Monitoring: Principal, Asst. Principal, Teachers, Counselor, Parent Liaison Population: All Students - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 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 Milestone's/Strategy's Expected Results/Impact: Formative: Parental Involvement Policy, Signed SPS Compact, Daily Attendance, Progress Reports, Benchmarks Summative: STAAR/ EOC Scores, Graduation Rate, Attendance Rate Staff Responsible for Monitoring: Administration and Parent Liaison Population: All students - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				


Strategy 3 Details	Reviews			
Strategy 3: Provide parenting educational sessions in partnership with district/ community educators and organizations. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, and evaluations Summative: Graduation Rate, and Attendance Rate, STAAR/ EOC Scores Staff Responsible for Monitoring: Teachers, Administration, Parent Liaison Population: Lincoln Park Parents and students - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
	 15%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers, Counselor and campus administration will receive professional development to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/speaking and reading/writing proficiency) in all content areas through classroom observations with feedback, co-planning, modeling, workshops, compilation of student data reports, grade level meetings for elementary and strand /department chair meetings for secondary.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom observation data and BISD Instructional Feedback reports, Workshop Session Evaluations, Benchmark Scores BOY/MOY/EOY data analysis, Summative: District and State academic assessment instruments including: STAAR and EOC, TELPAS, CIRCLE-PM, AP scores, and TSI results +The district will have a 3% point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance in Spring 2021</p> <p>Staff Responsible for Monitoring: Assistant Superintendents C&I Administrators Curriculum Specialists Program Lead Teachers Counselor Principals Deans Dept Chairs & Campus Lead</p> <p>Population: All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas. - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Student Learning 2</p> <p>Funding Sources: Employee Travel - Counselor - 162 State Compensatory - 162-31-6411-23-127-Y-26-000-Y - \$0, Employee Travel - Admin - 162 State Compensatory - 162-23-6411-23-127-Y-26-000-Y - \$0, Employee Travel - 162 State Compensatory - 162-13-6411-00-127-Y-26-000-Y - \$500, Employee Travel - In-District - 162 State Compensatory - 162-23-6411-00-127-Y-26-000-Y - \$500, Sal/Wages for Substitute Teachers - 162 State Compensatory - 162-11-6112-18-127-Y-26-000-Y - \$205, Employee Travel - 162 State Compensatory - 162-13-6411-23-127-Y-26-000-Y - \$500, Sal//Wages for Substitute Teachers - 162 State Compensatory - 162-11-6112-00-127-Y-26-000Y - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 1 Need Statements:






Student Learning
Need Statement 2: Need to provide out or in-district professional development for teachers in the areas of student engagement and hands on teaching strategies in the classroom. Data Analysis/Root Cause: Budget constraints have made it difficult to promote out of district professional development.

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

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

Evaluation Data Sources: Professional development records for CTE, numbers of students in under-served pathways, survey data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: CTE teachers will be allowed to attend local, regional and state conferences that will further enhance their program. Milestone's/Strategy's Expected Results/Impact: Increase number of CCMR certifications. Staff Responsible for Monitoring: CTE Administrator, CPO, CTE Department Chair, School Principal TEA Priorities: Connect high school to career and college - Population: CTE Students - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



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






Performance Objective 3: All campus staff will participate in required on-going trainings related to trauma informed care and safe and supportive schools.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Training records for the campus staff and implementation documentation.

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: All teachers, the principal and counselor will complete trauma informed care training from a state approved program to increase awareness and implement best practices t support students' well-being and apply interventions for academic and emotional support (Policy FFBA) Milestone's/Strategy's Expected Results/Impact: Training records, 6 weeks reporting from staff summative: end of year reports. Staff Responsible for Monitoring: Guidance administration. Police and Security Service administrator Camus Threat Assessment Team Leaders Population: All faculty and staff - Start Date: November 16, 2020 - End Date: June 11, 2021 - Revision Date: November 16, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Lincoln Park HS will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening or violent behavior that may pose a threat to the community, school, or individual and support the school in implementing the school's multi-hazard emergency operations plan (Policy FFB). Milestone's/Strategy's Expected Results/Impact: Formative: Training records, 6 weeks reporting from staff. Summative: end of year reports. Staff Responsible for Monitoring: Guidance administration. Police and Security Service administrators Campus Threat Assessment Team Leaders Population: All staff - Start Date: November 16, 2020 - End Date: June 11, 2021 - Revision Date: November 16, 2020	Formative			Summative
	Oct	Jan	Mar	June
				

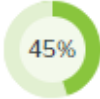

Strategy 3 Details	Reviews			
Strategy 3: Lincoln Park HS will train designated staff on child sexual abuse, sex-trafficking and other maltreatment of children. Lincoln Park HS shall provide a child abuse anti-victimization program that includes presentations to students and campus staff(Policy FFG) Milestone's/Strategy's Expected Results/Impact: Formative: Training records, 6 week reporting of presentations. Summative: end of year reports trainings. Staff Responsible for Monitoring: Guidance administration Police and Security Service administrators Campus Threat Assessment Team Leaders Population: All faculty and staff - Start Date: November 16, 2020 - End Date: June 11, 2021 - Revision Date: November 16, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				



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


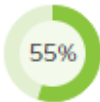




Performance Objective 1: All schools will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Purchase instructional software/ related supplies to help meet students' needs, increase our STAAR/ EOC/ TAKS scores and provide accelerated instruction. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, walk-through, number of college applications submitted. Summative: STAAR/EOC scores, TELPAS scores, Graduation Rate Staff Responsible for Monitoring: Principal, TST, Administrator for State Compensatory Education Population: At Risk students - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 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. Milestone's/Strategy's Expected Results/Impact: Formative: Weekly Newsletter, Progress Reports Summative: STAAR/ EOC Scores, TELPAS scores, Graduation Rate, Attendance Rate Staff Responsible for Monitoring: Principal, TST Population: All students - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 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. Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations, Walk-throughs Summative: STAAR/ EOC/ TAKS scores, Graduation Rate, Attendance Rate Staff Responsible for Monitoring: All Teachers, Principal, Assistant Principal, TST, Administrator for State Compensatory Education Population: At Risk Students - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Edgenuity software will be provided to students as accelerated instruction. Milestone's/Strategy's Expected Results/Impact: Formative: Credit acquisition, Students' Progress Reports, Classroom, A+ and Compass Progress Reports, observations, Summative: Graduation Rates, STAAR/ EOC/ TAKS scores, Attendance Rate Staff Responsible for Monitoring: Administration, Teachers, and Administrator for State Compensatory Education Population: All Students - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Student Learning 1 Funding Sources: Edgenuity license renewal - 162 State Compensatory - 162-11-6299-62-127-Y-26-000-Y - \$1,500	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Purchase of internet cables, SVGA cables, ink cartridges/ ID machine ink cartridges for all teachers/ library needs. Printing materials for testing, benchmarks, and instructional material as needed. Milestone's/Strategy's Expected Results/Impact: Formative: Classroom observations, daily attendance rate, progress reports Summative: STAAR/ EOC/ TAKS scores, attendance rate, graduation rate Staff Responsible for Monitoring: Administration, Teachers, Special Ed Teachers and Administrator for State Compensatory Education Population: Lincoln Park Teachers/Staff/Students - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Perceptions 4 Funding Sources: Ink - 162 State Compensatory - 162-11-6399-62-127-Y-26-000-Y - \$3,500, Ink - 162 State Compensatory - 162-23-6399-65-127-Y-26-000-Y - \$1,416	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Purchase and upgrade computers, laptop, software, ink supplies for all technology needs such as internet cables, Svga cables, USB, air cleaning sprays and other items as needed for office department. Milestone's/Strategy's Expected Results/Impact: Formative: Credit acquisition, Student Progress Reports, daily attendance rate Summative: Graduation Rates, STAAR Scores, Attendance Rate Staff Responsible for Monitoring: Administration, Teachers, Administrator for State Compensatory Education, and TST Population: At Risk Students - Start Date: August 12, 2020 - End Date: May 26, 2021 Funding Sources: Computer - 162 State Compensatory - 162-11-6398-62-127-Y-26-TEC-Y - \$8,656, General Supplies - 162 State Compensatory - 162-23-6398-65-127-Y-26-000-Y - \$2,984	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Need Statements:

Student Learning
Need Statement 1: Need to show a 3% increase on scores on all End-of-Course state exams. Data Analysis/Root Cause: Student high absenteeism rates, below district's expected average, prevent them from receiving the necessary instruction needed to pass the EOC tests.
Perceptions
Need Statement 4: Need office supplies including ink, copy paper, pens, and everyday supplies to run the school administration offices. Data Analysis/Root Cause: Consumables.

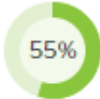




Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Los metodos implementados ayudan a que todos los estudiantes permanecieran en las escuelas hasta obtener un diploma de preparatoria.

Performance Objective 1: Increase the overall district attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 3% over prior year attendance.

Evaluation Data Sources: District and campus attendance rates, At-Risk Student Attendance.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 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. Milestone's/Strategy's Expected Results/Impact: Formative: daily attendance report and progress reports Summative: Attendance Rate, Graduation Rate, Dropout Rate Staff Responsible for Monitoring: Parent Liaison, Teachers, Counselor, Nurse, Administration, and Administrator for State Compensatory Education Population: All students attending Lincoln Park - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Student Learning 1 Funding Sources: Employee Travel-Home Visitor - 162 State Compensatory - 162-61-6411-00-127-Y-26-000-Y - \$400	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Need Statements:

Student Learning
Need Statement 1: Need to show a 3% increase on scores on all End-of-Course state exams. Data Analysis/Root Cause: Student high absenteeism rates, below district's expected average, prevent them from receiving the necessary instruction needed to pass the EOC tests.






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

Los metodos implementados ayudan a que todos los estudiantes permanecieran en las escuelas hasta obtener un diploma de preparatoria.

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

Evaluation Data Sources: Drop-out and Graduation rate reports.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Lincoln Park will send PRS teachers who provide Compensatory Education Home Instruction (CEHI) academic services to eligible students throughout the district during prenatal and postpartum bed rest periods in order to improve student achievement, attendance and reduce the dropout rate.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: CEHI/PRS Student Contact Logs, CEHI/PRS Mileage</p> <p>Summative: STARR Scores, Attendance Rate, Retention Rate, Graduation Rate, Completion Rate</p> <p>Staff Responsible for Monitoring: Campus Administration, State Comp Administration, Special Programs Administration, CEHI Teachers, and Administrator for State Compensatory Education</p> <p>Population: All students - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Student Learning 1 - School Processes & Programs 2 - Perceptions 1</p> <p>Funding Sources: Employee Travel -Home Instruction - 162 State Compensatory - 162-11-6411-00-127-Y-26-000-Y - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Need Statements:

Student Learning
<p>Need Statement 1: Need to show a 3% increase on scores on all End-of-Course state exams. Data Analysis/Root Cause: Student high absenteeism rates, below district's expected average, prevent them from receiving the necessary instruction needed to pass the EOC tests.</p>
School Processes & Programs
<p>Need Statement 2: Need to increase recruitment efforts and promote Lincoln Park's specialized program to increase enrollment and prevent drop outs. Data Analysis/Root Cause: Many students stay at their traditional high schools because they are not aware of the services offered by our program.</p>

Perceptions

Need Statement 1: Need to increase recruitment efforts and promote Lincoln Park's specialized program to increase enrollment and prevent drop outs. **Data Analysis/Root Cause:** Many students stay at their traditional high schools because they are not aware of the services offered by our program.







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

Los metodos implementados ayudan a que todos los estudiantes permanecieran en las escuelas hasta obtener un diploma de preparatoria.

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

Evaluation Data Sources: STAAR/EOC reports disaggregated for At-Risk students.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Daily Daycare services are available for infants from 0-17 months in the Lincoln Park Day Care while their mothers finish their high school education. Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations & Walkthroughs, Lesson Plans Summative: Graduation Rates, Dropout Rates, STAAR scores, Attendance Rates Staff Responsible for Monitoring: Administration, Day Care Coordinator and Day Care Aides Population: All Students attending Lincoln Park - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 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. Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations & Walkthroughs, Lesson Plans Summative: Graduation Rates, Dropout Rates, STAAR scores, Attendance Rates Staff Responsible for Monitoring: Administration, Day Care Coordinator and Day Care Aides Population: High School students attending Lincoln Park - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				


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






Los metodos implementados ayudan a que todos los estudiantes permanecieran en las escuelas hasta obtener un diploma de preparatoria.

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

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Lincoln Park's LVN will provide prenatal screening and medical support to Lincoln Park students in order to improve attendance, academic achievement, and reduce the dropout rate. Milestone's/Strategy's Expected Results/Impact: Formative: Campus Medical Records, Nurse sign-in sheets, Credit Count, Transcripts Summative: STARR Scores, Attendance Rate, Retention Rates, Graduation Rates, Completion Rates Staff Responsible for Monitoring: Campus Administration, Administrator for State Comp Education, Special Programs Administration, BISD Health Services, School Nurse Population: All students - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Perceptions 2 Funding Sources: General Medical/Hygiene Supplies - 162 State Compensatory - 162-33-6399-00-127-Y-26-000-Y - \$250	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Counselor and Nurse will collaborate and schedule assemblies on the following topics: Dating Teen Violence and Child Abuse, alcohol and drug use among students. Milestone's/Strategy's Expected Results/Impact: Formative: Daily Attendance, Incident Reports, Discipline	Formative			Summative
	Oct	Jan	Mar	June

<p>Reports</p> <p>Summative: STAAR SCORES, Attendance Rates, Graduation Rates, Dropout Rate</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Nurse</p> <p>Population: All students - Start Date: August 12, 2020 - End Date: May 26, 2021</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Performance Objective 4 Need Statements:

Perceptions
<p>Need Statement 2: Need additional medical supplies to adequately monitor student and infant health while at school will be needed. Data Analysis/Root Cause: Daily health screenings are done by our daycare facility on, however, because of Covid-19 these screenings such as daily temperature checks will be done on every student on campus.</p>

State Compensatory

Budget for Lincoln Park School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6112-18-127-Y-26-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,300.00
162-11-6118-00-127-Y-26-EOC-Y	6118 Extra Duty Stipend - Locally Defined	\$1,050.00
6100 Subtotal:		\$2,350.00
6200 Professional and Contracted Services		
162-11-6299-62-127-Y-26-000-Y	6299 Miscellaneous Contracted Services	\$5,000.00
6200 Subtotal:		\$5,000.00
6300 Supplies and Services		
162-51-6315-00-127-Y-26-000-Y	6315 Supplies for Maintenance and/or Operations - Locally Defined	\$600.00
162-51-6315-01-127-Y-26-000-Y	6315 Supplies for Maintenance and/or Operations - Locally Defined	\$400.00
162-11-6398-62-127-Y-26-000-Y	6398 Computer Supplies/Software - Locally Defined	\$3,000.00
162-23-6398-65-127-Y-26-000-Y	6398 Computer Supplies/Software - Locally Defined	\$1,500.00
162-23-6399-65-127-Y-26-000-Y	6398 Computer Supplies/Software - Locally Defined	\$2,400.00
162-11-6399-00-127-Y-26-000-Y	6399 General Supplies	\$3,050.00
162-11-6399-00-127-Y-26-001-Y	6399 General Supplies	\$14,000.00
162-11-6399-62-127-Y-26-000-Y	6399 General Supplies	\$3,500.00
162-23-6399-00-127-Y-26-000-Y	6399 General Supplies	\$3,050.00
162-23-6399-16-127-Y-26-000-Y	6399 General Supplies	\$300.00
162-33-6399-00-127-Y-26-000-Y	6399 General Supplies	\$250.00
162-51-6399-65-127-Y-26-000-Y	6399 General Supplies	\$600.00
6300 Subtotal:		\$32,650.00
6400 Other Operating Costs		
162-13-6411-00-127-Y-26-000-Y	6410 Travel, Subsistence and Stipends	\$500.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
162-11-6411-00-127-Y-26-000-Y	6411 Employee Travel	\$2,500.00
162-13-6411-23-127-Y-26-000-Y	6411 Employee Travel	\$500.00
162-23-6411-00-127-Y-26-000-Y	6411 Employee Travel	\$500.00
162-23-6411-23-127-Y-26-000-Y	6411 Employee Travel	\$500.00
162-31-6411-23-127-Y-26-000-Y	6411 Employee Travel	\$150.00
162-61-6411-00-127-Y-26-000-Y	6411 Employee Travel	\$400.00
6400 Subtotal:		\$5,050.00

Personnel for Lincoln Park School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
ABETE, JESUS	MATH TEACHER	STATE COMP	1.0
ABETE, NORMA	DAYCARE COORDINATOR	STATE COMP	1.0
ARREDONDO, HUGO	MATH DEPARTMENT CHAIR	STATE COMP	1.0
CRUZ, VERONICA	DATA ENTRY	STATE COMP	1.0
FARIAS, DELMA H.	PARENT LIAISON	STATE COMP	1.0
GALVAN, NORMA L.	CUSTODIAN	STATE COMP	1.0
GARCIA, ERICA	DAYCARE AIDE	STATE COMP	1.0
GARZA, PAULA	DAYCARE AIDE	STATE COMP	1.0
HALL, DAWN	PRINCIPAL	STATE COMP	1.0
LEAL, NOEMI	SECRETARY	STATE COMP	1.0
LONGORIA, RICARDO	ELECTIVE TEACHER	STATE COMP	1.0
MUNIZ, JESUS	HOME INSTRUCTION TEACHER	STATE COMP	1.0
NELSON, PATIENCE	HOME INSTRUCTION TEACHER	STATE COMP	1.0
RIVERA, JUAN J.	HEAD CUSTODIAN	STATE COMP	1.0
ROCHA, MARIA	PROGRAM SPECIALIST	STATE COMP	.5
SANCHEZ, MARCO	ART/SPED TEACHER	STATE COMP	1.0
SIMS, ROBERT	SOCIAL STUDIES TEACHER	STATE COMP	1.0
STEWART, PATRICIA	ELA TEACHER	STATE COMP	1.0
WALL, JEROME	ELA TEACHER	STATE COMP	1.0
WILSON, GEORGEANA	SCIENCE TEACHER	STATE COMP	1.0
ZAMORA, ELISEO	COUNSELOR	STATE COMP	1.0

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

The campus improvement plan is revised on a quarterly basis and strategies are modified as deemed fit by the school principal and SBDM.

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

Campus improvement plan is available to all parents and stakeholders through our campus website. A hard copy is available upon request. Some of the strategies have been translated to Spanish, however, the entire plan can be translated upon a parent's request.

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

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

Lincoln Park High School services highly at-risk student population. All of the classes have a 15:1 ratio to ensure that all students get individualized assistance. In addition, an onsite daycare is available so that students can bring their infants while they complete their studies.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The BISD Parental Involvement program staff in conjunction with Lincoln Park administration and Parent Liason prepare and distribute the Parent and Family Engagement Policy. The campus is distributed to all parents upon student registration and during the initial student/parent school orientation. The Parent and Family Engagement Policy is available in English and Spanish.

3.2: Offer flexible number of parent involvement meetings

Parents at our campus are invited to attend scheduled meetings, which vary in time to encourage parent participation. Meetings are often scheduled on Thursday's at 7:30am and 5:00pm at Lincoln Park to meet the needs of working parents. However, due to the nature of our program, parent participation is limited. Most of the information that we want to relay to our parents has to be sent through a phone message using school messenger or through meetings with our students. Our campus schedules meetings during Open House, since that is the only time we will see some parent participation.

Plan Notes

6-19-2020 0811pm and rechecked 6-22-2020 915am and rechecked 6-25-2020 959am

Items to be corrected or updated:

1. Local funds allocated--still not entered and few State Comp funded strategies lack link to specific needs
2. CCNA date--fixed
3. CCNA Overview--either delete the 3 sentences or post your Overview--fixed
4. Student Learning--2018? no 2019 data?--fixed
5. no Needs statements for programs?--still not entered
6. Needs should be worded as needs--view District plan for examples--fixed
7. CIP Revision date--still not entered
8. Few timeline dates wrong year or missing
9. Goal 4 needs to be edited to change district to campus
10. Editing of strategies to new format for populations, timelines, funding, etc still need to be completed by entering information and deleting information from strategy box.

Campus Funding Summary

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General School Supplies for ELA	162-11-6399-00-127-Y-26-000-Y	\$1,025.00
1	1	2	General School Supplies for Math	162-11-6399-0-127-Y-26-000-Y	\$1,025.00
1	1	3	Resources for Science	162-11-6399-00-127Y-26-000-Y	\$500.00
1	1	4	General Supplies for Social Studies	162-11-6399-00-127-Y-26-000-Y	\$500.00
2	1	3	Custodial Supplies	162-51-6315-00-127-Y-26-000-Y	\$640.00
2	1	3	Custodial Supplies	162-51-6315-01-127-Y-26-000-Y	\$392.00
2	1	3	Admin. Supplies	162-23-6399-00-127-Y-26-000-Y	\$3,050.00
2	1	3	Printing Supplies	162-23-6399-16-127-Y-26-000-Y	\$300.00
2	1	3	General Supplies	162-51-6399-65-127-Y-26-000-Y	\$568.00
2	1	3	General Supplies	162-31-6399-00-127-Y-26-000-Y	\$150.00
3	2	1	Extra Duty Pay	162-11-6118-00-127-Y-26-EOC-Y	\$1,989.00
7	1	1	Employee Travel - Counselor	162-31-6411-23-127-Y-26-000-Y	\$0.00
7	1	1	Employee Travel - Admin	162-23-6411-23-127-Y-26-000-Y	\$0.00
7	1	1	Employee Travel	162-13-6411-00-127-Y-26-000-Y	\$500.00
7	1	1	Employee Travel - In-District	162-23-6411-00-127-Y-26-000-Y	\$500.00
7	1	1	Sal/Wages for Substitute Teachers	162-11-6112-18-127-Y-26-000-Y	\$205.00
7	1	1	Sal//Wages for Substitute Teachers	162-11-6112-00-127-Y-26-000Y	\$500.00
7	1	1	Employee Travel	162-13-6411-23-127-Y-26-000-Y	\$500.00
8	1	4	Edgenuity license renewal	162-11-6299-62-127-Y-26-000-Y	\$1,500.00
8	1	5	Ink	162-11-6399-62-127-Y-26-000-Y	\$3,500.00
8	1	5	Ink	162-23-6399-65-127-Y-26-000-Y	\$1,416.00
8	1	6	Computer	162-11-6398-62-127-Y-26-TEC-Y	\$8,656.00
8	1	6	General Supplies	162-23-6398-65-127-Y-26-000-Y	\$2,984.00
9	1	1	Employee Travel-Home Visitor	162-61-6411-00-127-Y-26-000-Y	\$400.00
9	2	1	Employee Travel -Home Instruction	162-11-6411-00-127-Y-26-000-Y	\$0.00
9	4	1	General Medical/Hygiene Supplies	162-33-6399-00-127-Y-26-000-Y	\$250.00
Sub-Total					\$31,050.00

162 State Compensatory				
Goal	Objective	Strategy	Resources Needed	Account Code
				Budgeted Fund Source Amount
				\$31,050.00
				+/- Difference
				\$0.00
				Grand Total Budgeted
				\$31,050.00
				Grand Total Spent
				\$31,050.00
				+/- Difference
				\$0.00