

Brownsville Independent School District
Lincoln Park School
2018-2019 Campus Improvement Plan

**LINCOLN PARK
ALTERNATIVE HIGH SCHOOL**



“School of Choice”

Mission Statement

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

Vision

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

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Academic Achievement	6
School Processes & Programs	7
Perceptions	8
Comprehensive Needs Assessment Data Documentation	9
Goals	10
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).	10
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)	14
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)	19
Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)	22
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)	24
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)	27
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)	29
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)	30
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)	33
System Safeguard Strategies	39
State Compensatory	40
Budget for Lincoln Park School :	40
Personnel for Lincoln Park School :	42
2018-19 Site Based Decision Making Committee	43
Campus Funding Summary	44

Comprehensive Needs Assessment

Needs Assessment Overview

2017-2018 Lincoln Park CNA: Parent/Teacher/Student

207-2018 End of Course Results

Demographics

Demographics Summary

Lincoln Park High School serves approximately 200 students through out the school year. Our school serves At-Risk pregnant and parenting students in grades 6 through 12. According to the PEIMS Data Review of our campus profile, 99% of the student population is Hispanic and 100% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 29% are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, 21% of our students are in the special education program and approximately 5% are migrant students. The attendance rate for the school year was 71.5% and 90% of the high school seniors enrolled at Lincoln Park graduated. Lincoln Park also has a daycare on-site that provides day care services to 20 infants.

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

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

Student Academic Achievement

Student Academic Achievement Summary

Lincoln Park teachers provide pull out sessions at least 6 weeks

End-of-Course All Students Summary 2017-2018:

ENG I: 21%

ENG II: 38%

ALG: 100%

BIO: 53%

US HIST:68 %

Student Academic Achievement Strengths

1. 53 students graduated during the 2017-2018 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. Home Instruction is provided to ensure continuous learning focusing on EOC classes.
5. Self-paced, computer assisted (A+ and Compass) and off-site instruction is provided to meet student needs.
6. 100% of Senior students apply for FAFSA.
7. Students are provided with scholarship applications.
8. Home visits are made to encourage and increase attendance.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Technology is used on a daily basis in every classroom to run the credit recovery programs, however, most of the technology at the campus is outdated. New student and teacher computers are needed. **Root Cause:** Budget is not enough to be able to upgrade computers.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers, specially those teaching EOC direct instruction courses, have the added pressure of having to teach multiple preps. **Root Cause:** Low student enrollment

Problem Statement 2: Majority of the teachers at Lincoln Park indicate that they need additional professional development. **Root Cause:** Budget constraints do not give us the opportunity to send teachers to conferences that others throughout the district are attending.

Perceptions

Perceptions Summary

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

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

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

Perceptions Strengths

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

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

Comprehensive Needs Assessment Data Documentation

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

Goals

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







Performance Objective 1: BISD student performance for all students, all grades, all subjects will exceed 2018 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) ELA/ESL teachers will provide intensive data driven review classes or test preparation classes for STAAR/EOC testers. Teachers will incorporate the use of linguistic accommodations, ELPS, TLI cognitive strategies (TLI sustainability) and differentiated instruction to ensure student success.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Review Classes: August 2018-June 2019</p> <p>CNA pg. 5</p>		<p>ELA Department Chair, ESL and ELA teachers, School Administration, and Administrator for State Compensatory Education</p>	<p>Formative: Lesson Plans, Master Schedule, benchmark scores</p> <p>Summative: STAAR Scores, Attendance Rates, Graduation Rates, Increase passing rate in STAAR/EOC exams, TELPAS, ELLEVATION</p>				
<p>Funding Sources: 162 State Compensatory - \$141.00</p>							

<p align="center">Critical Success Factors CSF 1</p> <p>2) 1) Implement effective data driven math curriculum to target STAAR - EOC reporting categories according to the district's improvement plan strategies and actions to increase AYP.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: Aug 2018- June 2019</p> <p>CNA PG. 5</p>		<p>Math Teachers, Math Specialists, Principal, Assistant Principal, Counselor, and Administrator for State Compensatory Education</p>	<p>Formative: Classroom Observations, Benchmark results, teacher made assessments.</p> <p>Summative: STAAR Scores, Attendance Rates, Graduation Rates, Increase passing rate in STAAR/ EOC exams, TELPAS</p>				
<p>Funding Sources: 162 State Compensatory - \$70.00</p>							
<p>3) Provide differentiated learning opportunities to improve student performance on MS STAAR Science and EOC Biology by providing:</p> <ul style="list-style-type: none"> -EOC Biology Review Course -Pull-out Review Sessions -Differentiated instruction <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: August 2018- June 2019</p> <p>CNA pg 5</p>		<p>School Administration, Science Teachers, , and Administrator for State Compensatory Education</p>	<p>Formative: Course Attendance Sheets, Pull-out schedules and Attendance sheets, Observations/ Walkthroughs, Student Progress Charts, Benchmark Scores</p> <p>Summative: Increase passing rate in STAAR/ EOC exams</p>				
<p>Funding Sources: 162 State Compensatory - \$70.00</p>							
<p>4) In order to increase student's academic performance, Social Studies teachers will follow the aligned instructional timelines for the course(s) they are teaching.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: August 2018 - June 2019</p> <p>CNA pg 5</p>		<p>Administration and Social Studies Teachers</p>	<p>Formative: Classroom Observations/ Walkthroughs, Classroom Test results, Benchmark Assessments, Credits earned</p> <p>Summative: Increase passing rate in STAAR/EOC exams, TELPAS, and graduation rate</p>				
<p>Funding Sources: 162 State Compensatory - \$70.00</p>							

<p>5) Accelerated Instruction in the foundation curriculum will be provided to improve at-risk student achievement. Additional resources and supplies will be purchased as needed to ensure student achievement. Morning and after school tutorial will be available to help students master End of Course assessments.</p> <p>Population: At-Risk Timeline: September 2018-May 2019</p>		<p>Campus Administration, Administrator for State Compensatory Education</p>	<p>Formative: eSchoolPLUS tutorial schedule, tutorial lesson plans, classroom observations, student progress reports, benchmark scores</p> <p>Summative: STAAR, Graduation Rate, Retention Rate, Dropout Rate, Completion Rate</p>				
<p>Critical Success Factors CSF 3</p> <p>6) Utilize the ARD process to place all special education students in the proper assessment and in the least restrictive environment. Provide appropriate transition planning for students with disabilities, including information regarding access to community services and agencies.</p> <p>Population: Special Education Students Timeline: Aug 2017- June 2018</p>		<p>Principal, Asst. Principal, Counselors, Home Instruction, Homebound, Campus Teachers, PEIMS Admin., ARD Committee, Nurse</p>	<p>Formative: Administrative walkthroughs, lesson plans, IEPs</p> <p>Summative: Increase At-Risk Attendance Rate, increase in At-Risk student Graduation Rate, increase in At-Risk student Completion Rate</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Students will be given the opportunity to obtain career related industry certifications through course work.</p> <p>Population: CTE Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At-Risk, Pre-AP, AP Students</p> <p>Timeline: August 2018-June 2019</p>		Career Placement Officer, Counselor, CTE Teachers, CTE Administrator, Campus Administration	<p>Formative: Lesson Plans, Progress Reports, Walk-through, Observations</p> <p>Summative: Student Certifications acquired, Graduation Rate, Dropout Rate, Attendance Rate</p>				
<p>Critical Success Factors CSF 1</p> <p>2) CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning.</p> <p>Population: CTE students</p> <p>Timeline: August 2018 - July 2019</p>		CTE Teachers, CTE Administrator, Principal, Department Head	<p>Formative: Lesson Plans, Progress Reports, Walk-throughs Observations</p> <p>Summative: Student Certifications acquired, Graduation Rate, Dropout Rate, Attendance Rate</p>				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>3) Students will be recognized for career & technical academic achievements.</p> <p>Population: CTE Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At-Risk, Pre-AP, AP Students</p> <p>Timeline: 2nd semester District CTE Award Night</p>		CTE Teachers, CTE Administrator, Principal, Department Head	<p>Formative: Lesson Plans, Progress Reports, Walk-throughs Observations</p> <p>Summative: Student Certifications acquired, Graduation Rate, Dropout Rate, Attendance Rate</p>				



= Accomplished



= Continue/Modify



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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Primary testers and re-testers will be provided with review sessions during the school day, at least three weeks before taking the STAAR test for middle school and the EOC tests for High School students.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: Aug 2018 - June 2019 Review Sessions: Monday-Friday 4 weeks before the state assessments</p>		Principal, Assistant Principal, Teachers, and Administrator for State Compensatory Education	<p>Formative: Classroom Observations, Benchmark Results, Progress Reports</p> <p>Summative: Increase passing rate in STAAR/EOC exams, TELPAS, and Graduation Rates</p>				
<p>Critical Success Factors CSF 1</p> <p>2) Implement a comprehensive data driven instruction in all tested areas that will incorporate: data analysis, Sheltered Instruction (Focus on Reading Strategies) Vocabulary Enrichment A+ Textbook integration ESL Strategies (Cognates) Reading & writing strategies /(prediction, inference, summarizing, paraphrasing & researching)</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: Aug 2018- May 2019</p>		Administration and Tested Area Teachers	<p>Formative: Classroom Observations/ Walkthroughs, Classroom Test results, Benchmark Assessments, Credits earned</p> <p>Summative: Increase passing rate in STAAR/EOC exams, TELPAS, and graduation rate</p>				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) All school personnel will ensure that all computers and other electronic devices are shut down at the end of the day.</p> <p>Timeline: August 2018- June 2019</p> <p>Need: Board approved goal priority</p> <p>[DEIC added 12-6-2017]</p>		All school personnel	<p>Decreased energy usage.</p> <p>Formative: Monthly comparison of energy usage</p> <p>Summative: Annual comparison of energy usage.</p>				
<p>2) Work orders will be created to request renovation/upgrades/improvement of the school based on safety.</p> <p>Timeline: August 2018-June 2019</p> <p>Need: Board approved goal priority</p> <p>[DEIC added 12-6-2017]</p>		Campus administration, custodians, and facilities and maintenance staff	<p>Formative: Work orders</p> <p>Summative: Evaluation/analysis of data at the end of the school year.</p>				

<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>3) Administration and custodial staff will ensure that the campus is safe and well kept in order to provide a learning environment that is emotionally and physically safe for the students.</p> <p>Timeline: Ongoing 2018-2019</p> <p>CNA pg 6</p>	2.5, 2.6	Principal, Assistant Principal, Area Assistant Superintendent, Teachers, Custodial Staff	<p>Formative: Decrease in injury reports, improved attendance</p> <p>Summative: STAAR SCORES, Attendance Rates, Graduation Rates, Dropout Rate</p>				
<p>Funding Sources: 162 State Compensatory - \$1,730.00</p>							







 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 3</p> <p>1) Administration in conjunction with the SBDM committee will ensure that all school funds are allocated on resources that promote the success of every student on the campus.</p> <p>Timeline: August 2018- June 2019</p>		Administration, Secretary, SBDM committee	Increased student achievement				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

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

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

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
System Safeguard Strategy Critical Success Factors CSF 1 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.		Administration	Formative: Progress Reports, 6 weeks grades Summative: Graduation Rate, Attendance Rate, Dropout Rate, EOC Scores				
Funding Sources: 162 State Compensatory - \$2,823.00							

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

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

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

Summative Evaluation 3:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Administration will recognize teachers by providing a certificate and snack for following through with school initiatives. Timeline: August 2018- June 2019		Administration	Recruitment of Teachers, Teacher turn-over rate				
Critical Success Factors CSF 6 CSF 7 2) School will celebrate employee of the month/ birthdays by providing a monthly luncheon to celebrate their accomplishments. Timeline: August 2018-June 2019		Administration and Teachers	Recruitment of Teachers and teacher turn-over rate				
							

Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) The school will promote the history and origins of the school along with current accomplishments of the campus through the campus website.</p> <p>Timeline: August 2018-June 2019</p>		Administration and campus TST	Increase community awareness of school accelerated program, day care facilities and career and technical certifications that are offered at the campus.				
<p>2) The campus TST will email the district's PIO with feature articles, current and prior students/parents/staff recognition, and parent and community events to promote the campus.</p>		Administration, Teachers, and campus TST	Increase community awareness of events and accomplishments.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) The District will provide information through various media on the District of Innovation Plan. Population: BISD Stakeholders Timeline: July 2018 - June 2019		Public Information Officer, District Administration	Media coverage/presentations on District of Innovation that results in fewer concerns expressed at public and district meetings. Formative: list of media distribution of information and questions asked at presentations/ public venues Summative: passing of DOI by Board and approval of revised district calendar				







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 2018-2019 and will not be disproportionate for any population .

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Lincoln Park Administration will conduct a fall and spring assembly for all students on the topic of discipline and student expectations.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: One assembly per semester</p>		Principal Assistant Principal Counselor	<p>Formative: Discipline Reports, Daily Attendance</p> <p>Summative: STAAR SCORES, Attendance Rates, Graduation Rates, Dropout Rates</p>				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>2) In order to prevent discipline incidents and/or referrals to BAC all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences.</p> <p>Population: All Students/parents; campus personnel</p> <p>Timeline: August 2018-June 2019</p>		Pupil Services Administrator Campus Behavior Coordinators	<p>Formative Results: Campus SCOC Receipt form, Signed SCOC acknowledgement Forms, posting of SCOC on District and campus websites. Signed Student Code of Conduct Orientation for all Parents during the current instructional school year</p> <p>Summative Impact: end of year eSchool and PEIMS Discipline data indicate reduced BAC enrollments by campus and district-wide</p>				

<p>Critical Success Factors CSF 3 CSF 6</p> <p>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>Population: All Students Timeline: August 2018 - June 2019</p>		<p>District RtI Administrator Campus RtI Administrator Campus Counselor Teachers</p>	<p>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>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) All LP Staff will provide effective interventions for incident reports and student outcries and concerns.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: On going; as needed</p>		Principal, Assistant Principal, Counselor, and Teachers	<p>Formative: Daily Attendance, Incident Reports</p> <p>Summative: STAAR SCORES, Attendance Rates, Graduation Rates, Dropout Rates</p>				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>2) Ensure the implementation and annual review of a comprehensive district and campus Emergency Operations plan.</p> <p>Population: All Students</p> <p>Timeline: August 2018 to June 2019</p>		Security Services Department Campus Administration Teachers	<p>Formative Results: Safety Meeting Sign-In Sheets,</p> <p>Summative Impact: +100% completed District and Campus Emergency Operations Plans cleared in June 2019</p>				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>3) Conduct Active Shooter or other hazardous lock down drills at least twice per semester.</p> <p>Population: all students</p> <p>Timeline: August 2018 to June 2019</p>		Security Services Department Campus Administration Teachers	<p>Formative Results: Practice drill reports</p> <p>Summative Impact: 100% of campuses have conducted at least two practice drills.</p>				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue







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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Parent Liaison will conduct meetings with parents to communicate student progress and conduct home visits regarding attendance or academic issues.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP Students</p> <p>Timeline: August 2018- May 2019</p>		Principal, Asst. Principal, Teachers, Counselor, Parent Liaison	<p>Formative: Daily Attendance, Progress Reports, Benchmarks</p> <p>Summative: STAAR Scores, Graduation Rate, Attendance Rate</p>				







<p>Critical Success Factors CSF 5</p> <p>2) Conduct the following annual Title I-A required activities; Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Title I-A Meeting to inform parents of the services provided through Title I funds, Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program</p> <p>Population: All parents and students registered at Lincoln Park Alternative High School</p> <p>Timeline: August 2018- November 2019</p>		<p>Administration and Parent Liaison</p>	<p>Formative: Parental Involvement Policy, Signed SPS Compact, Daily Attendance, Progress Reports, Benchmarks</p> <p>Summative: STAAR/ EOC Scores, Graduation Rate, Attendance Rate</p>				
<p>Critical Success Factors CSF 5</p> <p>3) Provide parenting educational sessions in partnership with district/ community educators and organizations.</p> <p>Population: Parents and Students</p> <p>Timeline: August 2018-May 2019</p>		<p>Teachers, Administration, Parent Liaison</p>	<p>Formative: Lesson Plans, and evaluations</p> <p>Summative: Graduation Rate, and Attendance Rate, STAAR/ EOC Scores</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Teachers and campus administration will receive professional development to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/speaking and reading/writing proficiency) in all content areas through classroom observations with feedback, co-planning, modeling, workshops, compilation of student data reports, grade level meetings for elementary and strand /department chair meetings for secondary.</p> <p>Population: All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas</p> <p>Timeline: August 2018 to June 2019</p> <p>CNA pg 6</p>		<p>Assistant Superintendents C&I Administrators Curriculum Specialists Program Lead Teachers Principals Deans Dept Chairs & Campus Lead</p>	<p>Formative: Classroom observation data and BISD Instructional Feedback reports, Workshop Session Evaluations, Benchmark Scores BOY/MOY/EOY data analysis, TLI Sustainability Activity Quarterly Reports</p> <p>Summative: District and State academic assessment instruments including: STAAR and EOC, TELPAS, CIRCLE-PM, AP scores, and TSI results +The district will have a 5% point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance in Spring 2019</p>				
<p>Funding Sources: 162 State Compensatory - \$1,000.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

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

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

Summative Evaluation 2:

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







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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Purchase instructional software/ related supplies to help meet students' needs, increase our STAAR/ EOC/ TAKS scores and provide accelerated instruction.</p> <p>Population: At-Risk Students</p> <p>Timeline: January 2019</p>		Principal, TST, Administrator for State Compensatory Education	<p>Formative: Lesson Plans, walk-through, number of college applications submitted.</p> <p>Summative: STAAR/EOC scores, TELPAS scores, Graduation Rate</p>				

<p align="center">Critical Success Factors CSF 5</p> <p>2) TST will maintain and update campus website to provide updated, current and timely information for students, parents and staff as well as the community.</p> <p>Population: At-Risk Students</p> <p>Timeline: January 2019</p>		Principal, TST	<p>Formative: Weekly Newsletter, Progress Reports</p> <p>Summative: STAAR/ EOC Scores, TELPAS scores, Graduation Rate, Attendance Rate</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) Teachers will integrate technology TEKS by utilizing hardware such as computers, laptops, document cameras, printers, projectors, Smart Boards, calculators, ceiling mountings, multimedia projectors, Mobi Pads, electronic dictionaries, video players, and the TI-Nspire Navigation System used for Math to improve student achievement.</p> <p>Population: At Risk Students</p> <p>Timeline: December 2019</p>		All Teachers, Principal, Assistant Principal, TST, Administrator for State Compensatory Education	<p>Formative: Classroom Observations, Walk-throughs</p> <p>Summative: STAAR/ EOC/ TAKS scores, Graduation Rate, Attendance Rate</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>4) Compass and A+ software will be provided to students as accelerated instruction.</p> <p>Population: At Risk Students</p> <p>Timeline: August 2018</p> <p>CNA pg 5</p>		Administration, Teachers, and Administrator for State Compensatory Education	<p>Formative: Credit acquisition, Students' Progress Reports, Classroom, A+ and Compass Progress Reports, observations,</p> <p>Summative: Graduation Rates, STAAR/ EOC/ TAKS scores, Attendance Rate</p>				<p>Funding Sources: 162 State Compensatory - \$7,300.00</p>

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Purchase of internet cables, svga cables, ink cartridges/ id machine ink cartridges for all teachers/ library needs. Printing materials for testing, benchmarks and instructional material as needed.</p> <p>Population: At Risk Students</p> <p>Timeline: August 2018 and January 2019</p> <p>CNA pg 5</p>		<p>Administration, Teachers, Special Ed Teachers and Administrator for State Compensatory Education</p>	<p>Formative: Classroom observations, daily attendance rate, progress reports</p> <p>Summative: STAAR/ EOC/ TAKS scores, attendance rate, graduation rate</p>				
<p>Funding Sources: 162 State Compensatory - \$700.00</p>							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>6) Purchase and upgrade computers, laptop, software, ink supplies for all technology needs such as internet cables, Svga cables, USB, air cleaning sprays and other items as needed for office department.</p> <p>Population: At-Risk students</p> <p>Timeline: December 2018 - March 2019</p> <p>CNA pg 5</p>		<p>Administration, Teachers, Administrator for State Compensatory Education, and TST</p>	<p>Formative: Credit acquisition, Student Prograss Reports, daily attendance rate</p> <p>Summative: Graduation Rates, STAAR Scores, Attendance Rate</p>				
<p>Funding Sources: 162 State Compensatory - \$4,459.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 4</p> <p>1) Parent Liaison will make daily calls to all students that are absent. After 2 consecutive absences or upon teacher request, the Parent Liaison will make a home visit. The findings will be reported to all scheduled teachers and support staff.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: Year round (Ongoing as it is necessary)</p> <p>CNA pg. 5</p>		Parent Liaison, Teachers, Counselor, Nurse, Administration, and Administrator for State Compensatory Education	<p>Formative: daily attendance report and progress reports</p> <p>Summative: Attendance Rate, Graduation Rate, Dropout Rate</p>				
Funding Sources: 162 State Compensatory - \$350.00							
<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>2) Reward students for improved attendance with popcorn. Students also receive points on their advisory card that can be redeemed for baby products. Students with good attendance will also be rewarded with end of year field trip.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: At the end of every 2 weeks</p> <p>CNA pg 5</p>		Principal, Teachers, Secretary, and Parent Liaison	<p>Formative: Attendance logs, weekly sign-in sheet</p> <p>Summative: Attendance percentage, Graduation Rate, STAAR/ EOC , TELPAS Scores</p>				
Funding Sources: 162 State Compensatory - \$500.00							



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress









= 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)

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

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

Summative Evaluation 2:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) Lincoln Park will send PRS teachers who provide Compensatory Education Home Instruction (CEHI) academic services to eligible students throughout the district during prenatal and postpartum bed rest periods in order to improve student achievement, attendance and reduce the dropout rate.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: Aug 2018-June 2019</p> <p>CNA pg. 5</p>		<p>Campus Administration, State Comp Administration, Special Programs Administration, CEHI Teachers, and Administrator for State Compensatory Education</p>	<p>Formative: CEHI/PRS Student Contact Logs, CEHI/PRS Mileage</p> <p>Summative: STARR Scores, Attendance Rate, Retention Rate, Graduation Rate, Completion Rate</p>				
<p>Funding Sources: 162 State Compensatory - \$3,375.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinued </p>							

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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Daily daycare services are available for infants from 0-17 months in the Lincoln Park Day Care while their mothers finish their high school education.</p> <p>Population: Day Care services At-Risk students</p> <p>Timeline: Aug 2018-June 2019</p>		Administration, Day Care Coordinator and Day Care Aides	<p>Formative: Classroom Observations & Walkthroughs, Lesson Plans</p> <p>Summative: Graduation Rates, Dropout Rates, STAAR scores, Attendance Rates</p>				
<p>Critical Success Factors CSF 1</p> <p>2) Our day care is a Texas Rising Star 4 Star Provider which has the latest in educational materials, equipment and facilities in Infant Development. This service helps our students to focus in their academics and accelerate their graduation.</p> <p>Population: Day Care services At-Risk students</p> <p>Timeline: Aug 2018-June 2019</p>		Administration, Day Care Coordinator and Day Care Aides	<p>Formative: Classroom Observations & Walkthroughs, Lesson Plans</p> <p>Summative: Graduation Rates, Dropout Rates, STAAR scores, Attendance Rates</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

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

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

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Lincoln Park's LVN will provide prenatal screening and medical support to Lincoln Park students in order to improve attendance, academic achievement, and reduce the dropout rate.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: Aug 2018-June 2019</p> <p>CNA pg. 7</p>		<p>Campus Administration, Administrator for State Comp Education, Special Programs Administration, BISD Health Services, School Nurse</p>	<p>Formative: Campus Medical Records, Nurse sign-in sheets, Credit Count, Transcripts</p> <p>Summative: STARR Scores, Attendance Rate, Retention Rates, Graduation Rates, Completion Rates</p>				
<p>Funding Sources: 162 State Compensatory - \$300.00</p>							
<p>2) Provide HS/MS district nurses information brochures and pamphlets on prenatal and postpartum healthcare issues for eligible pregnant and parenting students in order to improve at-risk student attendance and reduce the dropout rate.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: Aug 2018-Oct 2019</p>		<p>Lincoln Park School Administration</p>	<p>Formative: Student Enrollment at Lincoln Park and in the PRS Expansion Program</p> <p>Summative: Graduation Rates, Dropout Rates, Attendance Rates, STAAR/ EOC scores</p>				

<p>Critical Success Factors CSF 6</p> <p>3) Counselor and Nurse will collaborate and schedule assemblies on the following topics: Dating Teen Violence and Child Abuse, alcohol and drug use among students.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, CTE Students</p> <p>Timeline: 2 presentations per semester</p>		<p>Principal, Assistant Principal, Counselor, Nurse</p>	<p>Formative: Daily Attendance, Incident Reports, Discipline Reports</p> <p>Summative: STAAR SCORES, Attendance Rates, Graduation Rates, Dropout Rate</p>				
---	--	---	---	--	--	--	--

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

System Safeguard Strategies

Goal	Objective	Strategy	Description
3	2	1	Lincoln Park teachers will be compensated for extra duty pay for activities such as EOC tutorials/enrichment classes that are conducted after school hours.

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	\$230.00
162-11-6118-00-127-Y-26-EOC-Y	6118 Extra Duty Stipend - Locally Defined	\$2,823.00
6100 Subtotal:		\$3,053.00
6200 Professional and Contracted Services		
162-23-6249-62-127-Y-26-000-Y	6249 Contracted Maintenance & Repair	\$600.00
162-11-6249-62-127-Y-26-000-Y	6249 Contracted Maintenance & Repair	\$7,300.00
6200 Subtotal:		\$7,900.00
6300 Supplies and Services		
162-51-6315-00-127-Y-26-000-Y	6315 Supplies for Maintenance and/or Operations - Locally Defined	\$1,000.00
162-11-6399-00-127-Y-26-000-Y	6399 General Supplies	\$281.00
162-11-6399-62-127-Y-26-000-Y	6399 General Supplies	\$1,921.00
162-23-6399-00-127-Y-26-000-Y	6399 General Supplies	\$300.00
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	\$1,107.00
162-33-6399-00-127-Y-26-000-Y	6399 General Supplies	\$300.00
6300 Subtotal:		\$5,309.00
6400 Other Operating Costs		
162-11-6411-00-127-Y-26-000-Y	6411 Employee Travel	\$3,375.00
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	\$300.00
162-23-6411-00-127-Y-26-000-Y	6411 Employee Travel	\$300.00
162-23-6411-23-127-Y-26-000-Y	6411 Employee Travel	\$200.00
162-31-6411-23-127-Y-26-000-Y	6411 Employee Travel	\$100.00
162-61-6411-00-127-Y-26-000-Y	6411 Employee Travel	\$350.00
162-11-6494-00-127-Y-26-000-Y	6494 Reclassified Transportation Expenses	\$500.00
6400 Subtotal:		\$5,225.00
6600 Capital Outlay Accounts		
162-11-6649-62-127-Y-26-000-Y	6649 Capital Assets - Locally Defined	\$831.00
6600 Subtotal:		\$831.00

Personnel for Lincoln Park School :

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

2018-19 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Dawn Hall	Principal
Classroom Teacher	GeorgeAna Wilson	Science Teacher
Classroom Teacher	Jerome Wall	ELA Teacher
Facilitator	Laura Ortiz	Assistant Principal
Paraprofessional	Noemi Leal	Secretary
Classroom Teacher	Veronica Hernandez	CTE Teacher
District-level Professional	Juan Mendoza	Specialist
Student	Janslee Campos	Student

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	\$141.00
1	1	2	General School Supplies	162-11-6399-0-127-Y-26-000-Y	\$70.00
1	1	3		162-11-6399-00-127Y-26-000-Y	\$70.00
1	1	4	General Supplies for Social Studies	162-11-6399-00-127-Y-26-000-Y	\$70.00
2	1	3	Custodial Supplies	162-51-6315-00-127-Y-26-000-Y	\$1,000.00
2	1	3	Substitute Teacher Wages	162-11-6112-18-127-Y-26-000-Y	\$230.00
2	1	3	Employee Travel	162-23-6411-23-127-Y-26-000-Y	\$200.00
2	1	3	Employee Travel	162-23-6411-00-127-Y-26-000-Y	\$300.00
3	2	1	Extra Duty Pay	162-11-6118-00-127-Y-26-EOC-Y	\$2,823.00
7	1	1	Counselor Employee Travel	162-31-6411-23-127-Y-26-000-Y	\$100.00
7	1	1	Employee Travel -Admin	162-23-6411-23-127-Y-26-000-Y	\$200.00
7	1	1	Employee Travel -Admin	162-23-6411-00-127-Y-26-000-Y	\$300.00
7	1	1	Employee Travel	162-136411-23-127-Y-26-000-Y	\$300.00
7	1	1		162-13-6411-00-127-Y-26-000-Y	\$100.00
8	1	4	A+ and compass license renewal	162-11-6249-62-127-Y-26-000-Y	\$7,300.00
8	1	5	General Supplies for Administration	162-23-6399-00-127-Y-26-000-Y	\$300.00
8	1	5		162-23-6399-16-127-Y-26-000-Y	\$400.00
8	1	6	Computer	162-11-6649-62-127-Y-26-000-Y	\$831.00
8	1	6	Ink	162-23-6399-65-127-Y-26-000-Y	\$1,107.00
8	1	6	Ink	162-11-6399-62-127-Y-26-000-Y	\$1,921.00
8	1	6	Contracted Repair	162-23-6249-62-127-Y-26-000-Y	\$600.00
9	1	1	Employee Travel-Home Visitor	162-61-6411-00-127-Y-26-000-Y	\$350.00
9	1	2	Buses	162-11-6494-00-127-Y-26-000-Y	\$500.00
9	2	1	Employee Travel -Home Instruction	162-11-6411-00-127-Y-26-000-Y	\$3,375.00

9	4	1	General Medical/Hygiene Supplies	162-33-6399-00-127-Y-26-000-Y	\$300.00
Sub-Total					\$22,888.00
Budgeted Fund Source Amount					\$23,223.00
+/- Difference					\$335.00
Grand Total					\$22,888.00