Lincoln Middle School

Criteria for House Bill 5: Evaluation of Performance in Community and Student Engagement (CASE)

Factor #1—Community and Parental Involvement
> Exemplary: 5 or more indicators achieved
> Recognized: 3-4 indicators achieved
> Acceptable: 2 indicators achieved
> Unacceptable: 0-1 indicators achieved

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	Indicator	Description and Target Value	Documentation/ Data Collection
	Opportunities to Get Involved	The school provides at least (3) opportunities for community and parent involvement either off or on campus, such as field trips, color run, spring carnival, 911 event, open house/community event, fine arts performances, athletic events, lunch visits, classroom visits, Farm for All, etc.	Campus documentation. List 3 examples:
	Communication	The school regularly uses at least (3) forms of communication such as ParentConnect, emails, letters, remind, facebook, Instagram, and twitter. The communication is in the language spoken by the campus community.	Campus documentation. List 3 examples:
	Informational Events	The school provides at least (3) parent informational events, such as middle school transition tours for students in the daytime and parents at night, open house/community event, and 4 year graduation plans	Campus documentation. List 3 examples:
	Adult Learning Opportunities	The school provides at least (3) opportunities for adult learning, such as student attendance/truancy, ESL, mentors, nutrition, fitness, general counseling, ASU college information nights for Pre-AP students.	Campus documentation. List 3 examples:
	Family Fun Events	The school provides at least (3) family fun events, such as Christmas at the Farm, color run, spring carnival, dances, book fair, staff vs students games, and Lincoln Olympics	Campus documentation. List 3 examples:
	Staff Support	The school employs a full time at risk coordinator, who serves as a liaison between school and home, assists the principal and school staff to develop and implement effective attendance and parent involvement strategies and techniques, and assists parents and family members to find and access educational opportunities for their children.	Data will be collected from Human Resources.
	Leadership and Sustainability (CIP)	At least (1) performance objective to increase community and parental involvement will be included in next year's Campus Involvement Plan.	Campus documentation.

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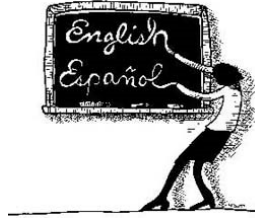## Criteria for House Bill 5: Evaluation of Performance in Community and Student Engagement (CASE)

Factor #2—Fine Arts

Exemplary: 5 or more indicators achieved
Recognized: 3-4 indicators achieved
Acceptable: 2 indicators achieved
Unacceptable: 0-1 indicators achieved

✔	Indicator	Description and Target Value	Documentation/ Data Collection
	UIL events	Band, Choir, Orchestra, and Mariachi competed in UIL competition	Campus documentation, UIL rosters
	Non—UIL events	Band, Choir, Orchestra, and Mariachi competed in at least two non-UIL competitions	Campus documentation. List program:
	Community performances	Band and Mariachi perform at least once outside of school in the community such as Children's Fair or the Museum of Fine Arts.	Campus Documentation.
	Art/music in core classes	Art or music will be included in the core classes at least once a six weeks	Campus documentation.
	Elementary Recruitment	Band, Mariachi, and Orchestra perform for the elementary schools in order to grow the fine arts programs.	Campus documentation
	Art exhibits	Students entered art in at least 2 exhibits during the year and won prizes.	Campus documentation.
	Leadership and Sustainability	At least (1) performance objective to increase second language acquisition will be included in next year's Campus Improvement Plan (CIP).	Campus documentation.

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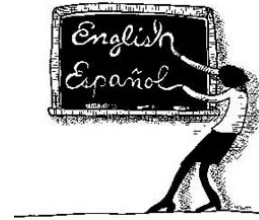Criteria for House Bill 5: Evaluation of Performance in Community and Student Engagement (CASE)

Factor #3—Second Language Acquisition Program

Exemplary: 5 or more indicators achieved
Recognized: 3-4 indicators achieved
Acceptable: 2 indicators achieved
Unacceptable: 0-1 indicators achieved

✔	Indicator	Description and Target Value	Documentation/ Data Collection
	Certified Teachers	All students receiving ESL services are supported by a certified ESL teacher. And ELL's in 6th are supported by our ELL support teacher that serves as their ELAR teacher.	Campus documentation.
	Access to Core Language Programs	The school offers at least (1) TEA approved language program, such as ESL, and opportunity for exit according to criteria.	Campus documentation. List program:
	Academic Preparation/Language Development	The campus uses current data to adjust ELL student instruction throughout the school year.	ELL student data, PLC agendas, meeting notes, etc.
	Inclusiveness	ELL and non-ELL students participate together in all classes.	Campus documentation.
	Language Proficiency Assessment Committee (LPAC)	The school has an active Language Proficiency Assessment Committee (LPAC) that meets TEA expectations and the campus complies with TEA Subchapter B (bilingual education and special language programs).	Campus documentation.
	Professional Development	100% of teachers that are ESL certified have received at least 3 hours of ESL professional development.	Participant Counts, Agendas, Sign-in sheets, etc.
	School Community Participation	Families of ELL students are provided support necessary (translation services,) to encourage participation in all school activities.	Participant Counts, Agendas, Sign-in sheets, meeting notes, etc.
	Identification	By the end of the school year, 100% of students will have a completed home language survey on file.	LEP validation report in eSchool Plus.
	Leadership and Sustainability	At least (1) performance objective to increase second language acquisition will be included in next year's Campus Improvement Plan (CIP).	Campus documentation.